

THE USE OF ELECTRONIC AIDS, AND ITS INFLUENCE ON ENGLISH LANGUAGE ACHIEVEMENT IN ENUGU STATE COLLEGE OF EDUCATION (TECHNICAL) ENUGU

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Abstract

Electronic teaching devices are modern tools employed in teaching and learning. The students are expected to gain much from the application and use of electronic devices. Major belief has always been that electronic aids enhances achievement in schools. Although several studies have been conducted in this field and it confirmed its use and achievement while some are contradictory. This study, conducted in Enugu tertiary institution sheds doubts on the wide spread belief that electronic aids enhance students' performance. This study equally found that the use of electronic teaching aids does not enhance English Language achievement. The implication and recommendation were made.

Keywords: *Electronic, Influence, English and Achievement.*

Introduction

Our society is currently technology driven, and our learning and life is highly affected by era of information. It is a known fact that technology plays an important role in today's societal development (Nkom 2000). It is on this strength that we try to find out if we can take advantage of this modern technological facilities in electronic in aiding the task of teaching and learning English for better achievement.

In the studies of (Ybara and Green 2003) learning and achieving in English

language need a practical approach/practice in learning language; reading language, speaking language and writing language in order to develop their experience and skill. All these requirements can certainly be handled by using electronic aids.

The term "Electronic Aids" includes aids for communication techniques; for language teaching, there are others for speaking, listening and writing. They are technological devices developed to facilitate the teaching and learning English language for better



achievement. Electronic aids have made teaching and learning English language easy (Sharma 2009) it has proved useful in facilitating modernization in the teaching - learning ultimate. It has given the learners opportunities to be exposed to professionally designed programmes on video or computers (Eze J 2016).

According to (Kartrick 2005) the use of electronic and other multi-media system has been popularly more effective. This is because the traditional concept of a teacher as the only source of knowledge and transmission has been changed due to advancement in science and technology, the traditional classroom with teacher teaching students where mainly one way of communication is no longer effective in modern times due to changes in our society. To adequately meet the demand of changes, innovation in teaching by using electronic aids is the most appropriate (Kumar 2004). Therefore, there is need to introduce modern teaching and learning in English Language by using electronic aids is essential (Ajelabi 2004) Opined that the application of electronic aids can facilitate learning and better achievement.

Electronic Aids have effect on student's emotions and attitude which enhances comprehension and assimilation (Ani 2016) some available Electronic in ESCET are electronic Board, Video Disk Player, Digital Camera, Pc-Pc Conferencing mode.

The Present study seek to find out if the use and application of electronic aids in the teaching English Language has effects on their achievement in the courses. Many authors have researched on electronic aids (Gardener 2009) (Ani 2016) (Kumar 2004) Evidence from their work showed that much has not been done on English Languages studies. This is the reason this study investigated the effect of the use of electronic aid on English language achievement in English department of ESCET.

Statement of problem

Innovation through research have been globally recognized as instrument in driving improvement in teaching, learning and achievement. One of the objectives is establishing language lab. The lab is there but unfortunately almost half of the lecturers do not use the laboratory hence poor achievement in the course. The question is to what extent has the use of electronics aid influence English Language achievement?

Research question

1. To what extent has electronic aids affects English language achievement in ESCET, Enugu, Nigeria.

Hypothesis

HO₁ Electronic Aids has no significant influence on English Language achievement in ESCET.

HO₂: Electronic teaching aids have significant influence on English language achievement.

Delimitation of the study

This study was limited to students in Enugu State College of Education (Technical). They are those in English Education department, social studies and English Language combinations political science and English combinations. This environment gave the researcher the opportunity to monitor and supervise the experiment.

Methodology

This study adopted quasi-experimental. The design involved the manipulation of variables (application of electronic aids and Non application of electronic aids). Control of extraneous variables, the use of control and treatment groups and the measure of dependent variable (Students English Language achievement). Specifically, the study applied pre-test, post-test non-equivalent control group design. quasi-Experiment design is considered appropriate for the study because intact classes were used to avoid disruption of normal class lesson.

Population

The population consisted all the students that offer English Language as option 3765. However stratified sampling technique was used to select the sample for the study. The sample size of 400 was determined using Yammane (1967) Formular Eboh, (2009).

Sample and sampling technique

Out of two schools (Education and social science and Arts) two departments was selected. One intact class of 200 English Students was randomly selected

from each department making a total intact class of 400 English Students.

Treatment Procedure

Out of the two intact classes of 400, one of the intact classes consisting of 200 English students was assigned Group I and was treated using Electronic Aids teaching methods, while the other students were assigned group II and was taught without electronic aids.

Instruments for data collection

A Self- Constructed Questionnaire "Titled Electronic Aids Teaching Methods and English Achievement Test (EAT) consisted of Section A and B. Section A consisted of Demographic information while Section B contained 8 items on the extent of effect of electronic teaching aids on English Language. The four-point modified hikert scale format Viz: to a very high extent. (4 pts) to a high extent (3 pts) to a low extent (2 pts) to a very low extent (1 pt).

Then 30 multiple choice objective questions developed after treatment were also used. The multiple-choice questions items were adopted from 2016/2017 JAMB question papers. The questionnaire items were validated by experts in the developments of educational management and measurement and evaluation. The Questionnaires were collected on the spot. With ANCOVA the hypothesis of the study was formulated and tested at 0.05 level of insignificance and 2 degrees of freedom.



Data presentation and analysis.

Table 1 Respondents responses on the influence of electronic aids on their English language achievement in Enugu State College of Education (Technical) ESCET.

Item	Scores No of Respondent to a very high extent (VHE)	No of respondent to a high extent (HE)	No of Respondents to a low extent (LE)	No of respondent to a very low Extent (VLE)	Total
1	536	336	166	50	400
2	517	360	170	54	400
3	498	309	142	100	400
4	518	340	140	39	400
5	530	360	138	40	400
6	110	130	1132	360	400
7	398	342	200	48	400
8	520	370	178	58	400
Total	3627	2547	2266	749	
Mean	453.38	318.38	283.25	93.63	
Mean					

Research question: To what extent has electronic teaching aids influenced your achievement in Enlisting language.

Source: Field Data 2018

In table I the very high Extent group had a mean score 453.38 Representing 39.47%, the high extent group mean score 318.38, which represents 27.72%. On the whole the high extent groups mean 761.76 represent the grand percentage of High Extent to 66.32 percent.

Test of Hypothesis

Ho1: Electronic teaching aids have no significant influence on English language achievement.

D.V column
(treatment) = c-1

Ho2 : Electronic teaching aids have significant influence on English Language achievement in ESCET.

Results

Considering the limited scope of this paper, many students tend to agree that electronics teaching aids has effects on the learning of English language.

Determining the level of significance At 0.05 level D.U (Df error = N-1)= 32-1-31

$$= 4-1 = 3$$

Error = Total error (D.V) -

$$D.v \text{ treatment} = 31-3 -28$$

Critical value (3 onto 28)

Table ratio =

19.14 Sum of
squares of total

$$SST = \sum x^2 - \frac{(\sum T_j)^2}{N}$$

N

$$= 1787297.312$$

Also Sum of the
squares for treatment

$$SS_{TR} = \sum X^2_i - \frac{(\sum T_j)^2}{n}$$

$$= 1309156.187$$

Error sum of squares (SSE)

$$SSE = SS_T -$$

$$SS_{TR} \text{ SSE} =$$

$$1787297.312 -$$

$$1309156.187 \text{ SSE} =$$

$$478141.125 \text{ Mean}$$

Square error (for
treatment) $MS_{TR} =$

$$SSTR =$$

$$1309156.187 \text{ C-1} \quad 4-1$$

$$= 139156.187$$

$$=$$

$$4368385.3957$$

$$3$$

$$MS_{TR} = 436385.3957$$

$$MS_T = SSE = 478141.125 \text{ _____}$$

Decision Rule

If F-ratio cal > F-ratio Critical We reject

HO and therefore we accept alternative HOi



Error 28 MS_T = 17076.46875

	SST	DF	MSE	F-RATIO
BW	1787297.312	28	1787297.312 28 = 63832.05	63832.05 159380.375
Within	478141.125	3	478141.125 3 159380.375	F -ratio = 0.401
Total	1265438.437	31	223212.425	

Calculated F-ratio value 0.401 and F-ratio critical value 19.14 = 0.401 > 19.14 we accept HO

Conclusion: Based on the data collected and analyzed electronic teaching aids has no significant influence on English language achievement in ESCET.

HI : Electronic teaching aids have significant influence on English language achievement in ESCET.

	SST	DF	MSE	F-ratio
B/W	1787297.312	28	1787297.312 28 = 63832.0	63832.05 159380.375
Within	478141.125	3	478141.125 3 = 159380.375	478141.125 159380.375 = 0.407
Total	1265438.437	31	223212.425	

If F-ratio cal > F-ratio critical we reject HO, otherwise we accept now F ratio Calculated = 0.401 and F-ratio critical value of 19.14 = 0.401 19.14. Based on the data collected and analyzed electronic teaching aids has no influence on English Language achievement in ESCET.

Discussion

The findings of the present study indicate that the electronic aids do not influence English achievement, it does not significantly improve achievement in English Language. This finding disagrees with many scholars Anigbo (2016), James (216) which states that

electronic aids reinforce achievements. Also finding differs from Paul (2000) which infers those electronic aids provides rich and concrete learning experience which enhance achievement.

The result further indicates that students will achieve success in English

Language without the use and applications of electronic teaching devices. The need arises therefore that students need awareness exposure that can facilitate basic use and application of electronic devices.

Similarly, Similansky (2000) emphasis that early preparation for scholastic success should be established early in childhood training. This assertion also holds in Nigeria, that basic behavior repertoire, which a child must have to achieve academic success in formal school situation.

This repertoire involves basic language skills (the child's spoken language) attentional responses (responsiveness to verbal cues). The reality is that many students in Enugu state college of Education (Technical) especially those in Education and language departments have not acquired this minimum amount of knowledge on electronic devices. It is suggested that pre college attendance and acquisition of electronic usage may guarantee the acquisition of the skills and concepts required for formal academic pursuits and subsequent success in use of electronic devices. The implication is that the much dependent on electronic aids may not give the desired result in academic teaching and learning.

The researchers recommended that further studies should be carried out in secondary and primary school.

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