



EFFECTIVENESS OF USING ICT RESOURCES FOR TEACHING READING COMPREHENSION IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE

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Abstract

This study is aimed at investigated the effect of using ICT on the quality of students reading comprehension in junior Secondary Schools in Kaduna State. To achieve this aim two government secondary schools were randomly employed (Government secondary School Dagachi and Government Secondary

Keywords

Information and Communication Technology (ICT), Reading, Performance.

School Bomo) Government secondary school Dagachi was used as the experimental group while Government secondary school Bomo was used as the control

INTRODUCTION

The influence of technology on education in ESL context has long been studied by numerous researchers (Baylor & Ritehee, 2000; Barandaran & Davari, 2010; Yusuf, 2015; Mudubuacho, 2016) the most significant findings of these studies are related to the effectiveness of the use of technology in education and how it helps develop teaching methods and students' knowledge. Wernet etal (2015) sees technology empowered education as becoming an increasingly important part of professional education. In the last decades, there has been increasing call for the integration of ICT into teaching and learning. ICT covers wide range of technology. It were

group. A pre-test and post-test experimental design was developed. Thirty (30) students were randomly selected to form the experimental group, while the rest of thirty (30) of them formed the control group. Both groups were exposed to pre-test in order to establish the level of their performance prior to teaching, while the post-test was administered after Ten (10) weeks of teaching. The experimental group we expose to reading comprehension lessons using ICT resources, while the control group were taught without using ICT resources. The findings revealed that there was a significant difference at the level of performance between reading comprehension scores of the two groups. It therefore concluded that the use of ICT resources in teaching reading comprehension can improve students reading comprehension.

Introduction

can be refers to all technological tools and resources used for communication, creation, dissemination, storage management and retrieval of information (Nording, Embi & Yusuf, 2010; Yusuf, 2015) These technologies include mobile phones, radio, television, computers, internet, laptops and so on. According to Anderson and Glen (2003), ICT are generally related to those technologies, that are used for accessing, gathering, manipulating, presenting of information (Yusuf, 2015). It involves any medium used for storage or retrieval of information through voice, sounds or images etc. Madauachi (2016) believes that ICT empowers education as it is seen as a media that offer learners a wide range of information which teachers may not have control over. In another words, learners does not necessarily need to be in the classroom as learning can occur anywhere with the use of ICT resources. It does provide learners with opportunity to control their learning process. It enable them access and learn at their pace. For ESL teachers, ICT provide them with professional resources for various classroom delivery and sources for valuable text for reading comprehension activities (Yusuf, 2015).

Another study by Reynolds, Treherne % Tripp (2002) discovered that, students were more motivated and more willing to stay and complete their task during their leisure time using ICT resources. They also discovered that

ICT helps them express themselves more clearly in English. “learners were more resourceful, creative and had an enhanced sense of achievement in learning” (Reynolds et al, 2003 p.16) especially when working on projects that involve the use of ICT resources.

Reading is one of the most important skill for educational and professional development. Infact, it is the most important activity in any language class (Olaofe, 2003). Not only as a source of information and pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language (Yusuf, 2015) Reading plays a major role in making one a functional individual on the society. Supporting this view Oyetunde (2009) affirm that those who read more, have Larger, vocabularies, do better on text of grammar and write better. On the whole, one would agree that reading is key to wealth of experiences through which individual expands higher academic and intellectual horizons.

Reading is a psycholinguistic process involving the interaction of readers thinking with the language of the text. Therefore incorporating the use of ICT in teaching reading comprehension in their study junior secondary schools could help learners improve on their reading skills as such improving their general learning achievements. Reynolds et al (2003) discovered that students taught using ICT resources showed increase achievement in their learning. The present study is therefore, aimed at investigating the effectiveness of using ICT in teaching reading comprehension among junior secondary school students in Kaduna State.

Objective of the Study

Due to increase call for the integration of ICT into teaching and learning in recent times, the study therefore, seek to investigate the effectiveness of using ICT in the teaching of reading comprehension in Junior Secondary School Students in Kaduna State.

Research Question

What is the effect of using ICT in teaching reading comprehension in Junior Secondary Schools in Kaduna State?

Methodology

Two Government Secondary Schools were randomly selected for the study. The two schools were Government Secondary School Dagachi Zaria and

Government Secondary School Bomo in Sabon-Gari Local Government Area. The purpose of using the two schools is because all secondary schools use in the state are using the same Curriculum, therefore the selected schools were representative of the sample. Also the two schools were located far apart to minimize interaction. A total of 60 students from the two schools were randomly selected for the study. Thirty (30) student were used from each school. Government secondary school Dogochi was used as the experimental group while Government Secondary School Bomo was used as the control group. The study employees a quasi-experimental design were a pre-test and post-test were administered teaching to the two groups. The pre-test was observed ten (10) weeks before the commencement of teaching with ICT resources. This is to determine the level of the learners reading comprehension. The experimental group were taught reading comprehension by teachers using ICT resources such as Laptops, Ipads and Computers. Students were meant to use pictures and illustrations downloaded from their computers and laptops to be able to visualize some information using their ICT resources. They were also exposed to other audio-visual aids that can enhance their reading comprehension.

The control groups were taught by their teachers using conventional method without using ICT resources. T-test was adopted to analyze the data for the study at significant level of P, 0.05 level of significance.

Descriptive Statistics of Data

Table 1: Pre-test result of Students in experimental and Control groups

Group	N	Mean	Standard Deviation
Experimental	30	46.46	9.51
Control	30	47.25	8.49

Table 1 above shows the performance of students in the pre-test of both groups (experimental and control groups). The result of the pre-test revealed the homogeneity of the two groups.

Table 2: Post-test result of Students in the two groups (experimental and Control groups)

Group	N	Mean	Standard Deviation
Experimental	30	54.84	9.59
Control group	30	48.46	8.48

Table 2 indicates the result of the post test of both experimental and control group. From the description of the result above, it shows a significant improvement in student's performance in the two groups, especially with the experimental group.

Table 3: Comparison of the means scores of students in the two groups (experimental and Control groups)

Group	N	Mean	Standard Deviation	DF	t Calculated	t Critical
Experimental	30	54.84	9.59	59	2.847	1.98
Control	30	48.46	8.48	43		

Discussion of Findings

From the findings of this study, it is evident that ICT does affect performance of junior secondary school students in reading comprehension. The result of the analysis of data on table 1, 2 and 3 above shows an improvement between the performance of the students in experimental group in the pre-test and post-test. The mean scores of students in the experimental group were slightly higher than those of the control group. The results of the study substantiate the initial belief regarding the effectiveness of using ICT such as Laptops, computers, Ipads, in teaching reading comprehension in Junior Secondary Schools. These findings of this study is in-line with Yusuf (2015), who revealed that ICT resources does affect achievement by way of increasing test scores, motivation and collaborative learning. However, ICT resources alone does not guarantee success but rather be incorporated into teachers support and scaffolding activities that will require students work through complex problems rather than perform low level processing tasks.

These teachers can incorporate the use of various ICT resources to facilitate their learning styles in classrooms to improve their learners reading comprehension. ICT resources based lessons allow teachers to assume the role of facilitators while learners are provided with opportunity to control their learning process. Thus, encouraging social interaction among learners. Resources such as computers, laptops, Ipads, mobile phones can be used as tools for delivering reading comprehension lessons; such ICT resources could help teachers to be more resourceful and effective in language instruction.

Conclusion

The present study is part of a vast amount of literature that provides evidence for the benefits of integrating ICT resources into language instruction, specifically reading comprehension. A deliberate shift from the convention of “talk” and “chalk” form of learning more interesting and more practical thus, resulting in increased general academic performance of students.

The finding of the study has revealed that resources usage could meet teachers teaching process. It equally makes teachers task less cumbersome, thereby, making them more effective and resourceful in teaching delivery. This has the effect of accelerating the learning process. Teachers can use a wide range of ICT resources such as laptops, mobile phones, computers, Ipads for lesson delivery in reading comprehension.

Recommendations

- i. Considering the importance of ICT resources in education, there is need for teachers to incorporate them into reading comprehension lessons. Resources such as laptops, computers, mobile phones etc. can be using them in teaching, reading comprehension.
- ii. Educational stakeholders have the responsibilities of not merely providing ICT resources for schools, but also create culture of acceptance amongst the end users they should equally make ICT facilities functional and accessible.
- iii. Teachers of English should be encourage to employ the use of ICT facilities especially when teaching reading comprehension as this will make their lessons less cumbersome and more interesting.
- iv. Using ICT facilities requires a lot of time to plan and design purposeful learning activity; therefore ESL teachers work load in schools should be reduced so as to give them time to prepare for their lessons.
- v. For ICT facilities to function effectively there need for adequate power supply which is not available in most schools. There is a need for air alternative power supply such as a generating set.

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