ICT for Language Learning in Nigerian Primary Education

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Abstract

Learning of English language dates back to the colonialists needed interpreters clerks, cooks and other workers to help facilitate their work. The idea of teaching language continued to the present era with the use of ICT. This paper therefore, looks into the meaning of language learning among primary school children in Nigeria. It also discusses the importance of ICT to children when they are exposed to it in the classroom. As an empirical work research questions were generated and related null hypotheses were formulated. The research population and sample are obtained from 7 primary schools in Imo State of Nigeria. The conclusion was drawn, and recommendations were made to enhance pupil’s interest in the use of ICT. The results showed, however, that the pupils were not prepared despite the external motivation, for the new innovation. Teachers saw the computers as innovative tools for teaching, however some of the teachers were not competent enough to teach with computers. The schools did not have laboratories where the computers could be stored. Conclusively the number of computers was not enough for the teaching of language lessons. The paper suggests, among other things, that there should be curriculum review to include ICT for language learning, production of ICT specialists among the primary school teachers, re-training of teachers that are already teaching, and the supply of adequate number of computers in primary schools.