

## Assessment of Teachers' Use of Computer Assisted Learning in the Teaching of English Language in Unity Schools in some South-South States

**Kemkamma B. ABORH**

Rivers State Ministry of Education  
[bekeymez@yahoo.com](mailto:bekeymez@yahoo.com)

**Esther Loliya DAN-GRANVILLE**

Rivers State Ministry of Education  
[loliya.dangranville@gmail.com](mailto:loliya.dangranville@gmail.com)

---

### Abstract

The study examined the "Assessment of Teachers' Use of Computer Assisted Learning in the Teaching of English Language in Unity Schools in some South-South states". The descriptive survey research design was used. Five research questions, five objectives and two hypotheses were drawn to guide this study. The sample comprised of 50 English teachers from the five schools in the study area. Questionnaire was used in gathering the information needed for the research. The instrument used was titled "Assessment of Teachers' Use of Computer Assisted Learning in the Teaching of English Language in Unity Schools in some South-South states Questionnaire" (ATUCALTELUSSSSSQ). This was validated and reliability yielded an index of 0.60 using test-retest method. The research questions were analyzed using mean and standard deviation while the hypotheses were tested using z-test. The findings from the study revealed that teachers are aware about CAL but barely adopt it for the teaching and learning of English Language. Based on the findings of the study, the researcher recommends that a vigorous awareness should be created in the usage of CAL in teaching and learning of English Language, enough computer facilities should be made available in Unity schools and other public schools to enhance efficient usage of CAL, encourage the use of CAL on a regular basis by the prospective users, CAL should be used in all aspect of teaching English Language and other subjects as the case may be, etc., in the effective teaching of English Language in Unity schools.

**Keywords:** Assessment, Teachers, Computer Assisted Learning, English Language, Secondary School.

---

### INTRODUCTION

English language is a foreign language in Nigeria which is seen as the second language (L2) but plays a prominent role in the language sector of our nation. The position of English language has made it play an important role in our nation. Administratively, it is seen as the only official language in our country. English language is the means of communication in every office or business outfit thus anyone who does not have the knowledge of it cannot be gainfully employed.

English is one language that can be understood by everyone since there are divers languages in Nigeria, it is very much ideal in its usage.

The language of instruction in the educational sector is English language. It is used to teach other subjects like Mathematics, Economics, Biology, Chemistry, Physics, Geography, commerce, History, Computer Science, Creative Arts, Basic technology, etc. The learner and the instructor relate with English language because both parties come from different background and tribe, thus without English they may not understand each other thereby inhibiting learning from taking place.

Nigeria's lingua franca is English Language because of its roles and functions, almost everybody who lives in the city or out of the city, communicates in English Language. To really demonstrate this, in majority of the homes it has taken over as the first language (L1). Children have abandoned their mother tongue for English Language and they are comfortable and proud of it. This language is used in our various schools, churches, mosques, markets, motor parks, airports, train terminals, recreation centers, shopping malls, etc. in conveying information. This is not obtainable with our indigenous languages which are understood by only those who hail from the same region as we do.

The importance of English language in Nigeria can never be over-emphasized as a result of multi-ethnic and multi-lingual nature of the country. In the social, economic and political aspects of national life, the language is paramount. To a large extent, it is an important variable for national unity and indivisibility. Furthermore, it is mainly through English language that Nigerians interact effectively and efficiently with people from other nations of the world.

Since English language is a vital communication tool used in every facet of life, it therefore implies that a more functional and systematic approach in teaching the subject should be employed. We should be abreast with the latest means of teaching which has to do with computers or ICT. The teaching and learning of English should be more effective, interesting and lively to the student to enable this important language to be more successful in our country. In discussing about English teaching, records have shown that most English teachers are so acclimatized to the traditional speech and chalkboard technique for instructing. The result of this is that students are not able to understand effectively. The deteriorating state of English language and the poor communication skills of the present day youths, made it imperative to revolutionize the methods and techniques of English language teaching. This led to the inception of Computer Assisted Learning (CAL) in the 1960s.

According to Diaf (2004) in Dan-Granville (2016 p4), Computer Assisted Learning (CAL) involves the use of computers for the sake of teaching and learning. Personal Computers (PCs) are turning out to be additionally appealing to educators on account of its immense capacities and broad viability. The thought of utilizing computers for showing purposes as a part of subjects like present day languages excites blended emotions and meets with an assortment of responses.

Critical utilization of CAL started in the 1960s. From that point forward, the improvement of CAL programming has taken after the adjustments in educating systems. As showing routines changed to sound - lingual and informative methodologies, CAL programming included re-enactments and more intelligent projects. Examination has demonstrated that learning techniques utilized in CAL can influence the nature of taking in the language. But how really can computer assisted learning be applied in instructing English Language? The significant advantage of PCs in language learning is its capability to carry students along.

It is interesting to know that there are some unity schools that employ computerized tools in teaching their students English language. The result of this as observed is better and improved performance on the student's writing and grammar skills. This is so, owing to their use of computer assisted learning aids which improves their learning experiences (Okafor, 2005) in Dan-Granville (2016, p. 5).

### **Statement of the Problem**

Despite the fact that English language is taught at different levels of our educational system, the outcome as seen in students who come into the universities and other higher institutions are far below expectations. This situation is evident in several forms: poor vocabulary usage, poor fluency in essays, inability to express ideas properly. It is equally known that the average secondary school student in Nigeria lacks proper English skills and even after completing secondary school, still finds it difficult to properly communicate, read, write, and process information correctly.

As a result of these anomalies and the quest for a panacea that it became imperative to review and revolutionize the conventional way of learning English language in schools and this gave birth to the introduction of Computer Assisted Learning into the educational system. Computer Assisted Learning is presumed to possess the power to provide sound quality teaching and learning experience of English Language. For this is to be, it worth investigating the effectiveness of computer assisted learning on the performance of the teaching and learning of English language. It is as a result of this gap that the researcher delved into this area "Assessment of Teachers' Use of Computer Assisted Learning in the Teaching of English Language in Unity Schools in some South-South states".

This paper is divided into five sections; section one is the introductory aspect, section two deals with theoretical and empirical literature while section three dwells on method of study. Section four is data analysis, interpretation and discussion of findings. Section five is the summary, conclusion and recommendation.

### **Aim and Objectives of the Study**

The aim of the study is to know whether English Language teachers have knowledge of CAL and also if CAL is the method of teaching English Language in Unity schools in some South-South state.

The specific objectives are to:

- Find out the English teachers' level of knowledge about Computer Assisted Learning (CAL) in Unity schools.
- Determine the extent to which computer facilities are made available in unity secondary schools.
- Examine the extent to which Computer Assisted Learning is used in the teaching of English language in Unity secondary schools.
- Identify the aspects of English language that is taught through Computer Assisted Learning.

- Investigate the problems associated with teachers' use of Computer Assisted Learning (CAL) in teaching English language in Unity secondary schools.

### **Research Questions**

- What is the English teachers' level of awareness about Computer Assisted Learning (CAL)?
- To what extent are computer facilities made available for English teachers' use?
- To what extent is Computer Assisted Learning (CAL) being used in the teaching of English language in Unity secondary schools?
- What aspects of English language do teachers teach with Computer Assisted Learning?
- What are the problems encountered in the use of Computer Assisted Learning (CAL) in teaching English language in Unity schools?

### **Hypotheses**

- No significant difference exists between male and female teacher's use of Computer Assisted Learning (CAL) in the teaching of English language.
- No significant difference exists between male and female English teachers' level of knowledge about Computer Assisted Learning.

## **LITERATURE REVIEW**

### **Theoretical Framework**

#### **Theoretical Perspectives on the Development of Computer Assisted Learning (CAL)**

In realistic terms languages ought to be taught and viewed from a communicative approach rather than a structural approach, typically as it has been observed there are 3 theoretical approaches in teaching languages-- cognitive, and socio-cognitive, structural-behavioral (Kern & Warschauer, 2000). Owing to the fact that these theoretical movement have reflected on the way computer technologies have been utilized in instructing languages, these approaches will be viewed shortly in the angle of computer assisted language learning.

#### **Structural-behavioral Approaches to CAL**

Earlier CAL programmes developed for ancient computers in the old days, were practically meant for drill and practice programs, grammar, vocabulary and pronunciation tutorials .These programmes were developed towards providing quick responses to the learner-user with accuracy feedback. This surfaced in-line with the structural approach which emphasizes that continuous practice on the same article was helpful in learning process.

#### **Cognitive Approaches to CAL**

In cognitive learning approaches, the next sets of CAL programs developed happened to be learner centered. In this approach, the user builds a new idea through exploring "microworlds",

which offer the user an opportunity to tackle problems, letting him apply gained knowledge to explore his potentials. The computer should be able to provide necessary resources required, however it depends on the user to exploit these resources to carry out instructions.

### **Socio-cognitive Approaches to CAL**

The socio-cognitive theory and its application to CAL deals with the movement of the application of computers from learner interactions to other human interactions. This methodology to CAL rests on the platform of both technological development and theoretical movements. In theoretical terms, broader emphasis has been made on expressive communication in genuine discourse societies. The technological aspects can be seen in computer networking, which provides an interface for human communication and interaction. The computer serve as an intervention tool which molds the way we relate with the globe (for example, organizing and accessing data via spreadsheets, word processors and databases). For instance, word processing programs aid the editing processes of writing, revising, reviewing, modification and manipulation of texts. The concept of socio-cognitive approach in computer assisted language learning rests on the notion that the learner may be able to reshape words and write-ups and in the course of that develop his own language construction. Thanks to Computer networking, assessment and processing of data and information can be done between several users.

### **Constructivism Theory**

The idea of Constructivism is generally traced to Jean Piaget (1967) proposed mechanisms by which learners personalize understanding. Anytime learners comprehend a concept, they integrate the new idea into their existing knowledge. This usually occurs when these newly gained knowledge falls in line with their perception of things.

According to the theory, “accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning”. The constructivist theory basically depicts that it is out of prior experiences a learner constructs knowledge.

Most often than not pedagogical methodologies usually connote with the implementation of constructivism in that the salutary aim is promoting active learning, or learning by acting. While some people criticize "learning by doing" as an instructional technique there are some others who encourage constructivism as a design strategy.

The fact that with the aid of CAL, the learner is able to construct his own knowledge makes constructivism is incorporable with CAL, it implies that learning is centered on the learner because they grasp their own knowledge and ideas hence comprehension is improved with the help of evocative collaborations and feedback. Again there technology resources such as software applications, on-line discussions, blogs, and wikis which are instruments that can be used to complement the learner's understanding. There resources can aid in reinforcing the assimilation of the individual and stimulate deep thinking within him.

## Social Cognitive Theory (SCT)

Social Cognitive Theory was traced back to Edwin B. Holt and Harold Chapman Brown back in 1931 but it was expanded by a Canadian psychologist Albert Bandura. It was in 1980 that Albert Bandura officially called this theory Social Cognitive Theory.

The Social Cognitive Theory (SCT), used in educational psychology, posits that often times an individual can gain knowledge by merely watching others within the framework of social communications, antecedents, and from the media (Williams, 2001). The theory goes by: “when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide consequent behaviors”. Observing an exemplary can also propel the individual to indulge in behaviours they’ve learnt already. As it were, individuals don’t learn new practices exclusively by attempting them and whether they succeed or not, but instead, the survival of humankind is reliant upon the replication of the activities of others. Contingent upon whether individuals are remunerated or rebuffed for their conduct and the result of the conduct, the onlooker may duplicate conduct demonstrated. Media gives models to an incomprehensible cluster of individuals in a wide range of natural settings (Tatar, Yildiz, Ergin & Akpinar, 2009).

Social psychologists concur to the idea that environment in which one grows up adds to his conduct, the distinct individual (and subsequently insight) is pretty much as vital. Individuals learn by watching others, with the earth, conduct, and cognizance all as the central elements in affecting advancement in a complementary triadic relationship. For instance, every conduct seen can change a man's state of mind (perception). Likewise, the earth one is brought up may impact later practices, generally as a father's mentality will decide the surroundings in which his kids are brought up.

Bandura explains the theory in his book about the schematization of triadic reciprocal causation. The schema depicts the potency with which an observed behavior can be affected by the collaboration of the below three factors:

- Personal: Whether the individual has a low self-efficacy or a high self-efficacy toward the conduct.
- Behavioral: The reaction an individual gets after they play out a conduct.
- Environmental: Aspects of nature or setting that impact the individual's capacity to effectively finish a conduct.

Note that learning can happen without an adjustment in conduct. Anderson, (2005) general standards of social learning posits that an obvious change in conduct is the most well-known confirmation of learning, however this is not necessarily important. Owing to this, some social theorists do believe that since individuals can learn by just observing, their learning does not need to show in their performance.

Computer Assisted Learning (CAL) is linked with Social Cognitive Theory (SCT) because the environment which the learner finds himself affects his learning ability. The technological environment affects the learners’ behaviour positively to succeed in his learning ability. This will give room to easy and accessible learning of language.

## **Conceptual Framework**

### **Concept of Computer Assisted Learning (CAL)**

The term "Computer Assisted Learning" (CAL) is gradually becoming more significant day by day. It has several other nomenclatures which include Computer Aided Instruction (CAI), Computer Based Instruction (CBI), Computer Aided Learning (CAL) (Rudney, Lua & Bachman, 1998). With the end goal of this survey, CAL will just be characterized as the learning methods accomplished with the aid of PCs. In any case, the catchphrase for comprehension CAL is connection. The computer can encourage cooperation amid the learning procedure on different levels. On one level we have communication of the learner with the substance and the learning material.

On another level, PCs can have communication of the learner with the guide, peer connection or collaboration between individuals from entire "'virtual" learning groups. The idea of communication with substance was initially presented in software programs around the 1980s and is presumably the best concentrated part of computer assisted learning (Hinman, 1996). Computer interceded human-human communication is a totally new approach in CAL, which surfaces as an exceptional technological learning method and requires dedicated research (Lyon, Schitteck, Attström & Mattheos 2000).

### **Concept of Computer Assisted Language Learning (CALL)**

Computer-Assisted Language Learning (CALL) includes applying the standards of CAL in learning languages. It is the utilization of PC programmes to improve learning. Huizhong (1985) opines that "Computer-Assisted Learning as applied in Language Learning is the point at which the PC is being utilized as a teaching device to enhance learning by allowing learners procure a profound comprehension of the what is about to be learnt. In Kearsley (1983) words "It incorporates the utilization of recreations, drills, instructional exercises, word handling, created programs, diversions, database seek/request techniques and customized direction" (p. 195).

This implies CALL lessons might be exhibited through instructional exercises, penetrates, and practice and programming. Computer Assisted Language Learning (CALL) is a system for utilizing innovation as a part of the field of language learning (Januszewsk & Molenda, 2008).

Wikipedia (2005), describes Computer Assisted Language Learning as a way to deal with language educating and learning in which PC innovation is utilized as a guide to the presentation, support, and appraisal of material to be adapted, generally including a significant intuitive component.

In the light of this definition and with the end goal of this study, the CALL alludes to the utilization of sight and sound CD-ROM consolidating content, pictures, sound, and video records with the end goal of showing English as a second dialect. Numerous studies worldwide have been directed to explore the impact of CALL on learning dialects.

Research results showed a beneficial outcome of CALL on students' learning and competency (Almekhlafi, 2006; Ertmer, Ottenbreit-Leftwich & York, 2006; Benson & Mekolichick, 2007; Teo, 2009).

As it were, CALL has increased extensive consideration from various elements including scientists and journalists. With regards to South-South geopolitical zone of Nigeria, studies including CAL use in the educating of English Language vocabulary use is negligible.

## **EMPIRICAL REVIEW**

### **Computer Programming**

The use of computer in school is not so much of a big deal anymore these days as a lot and especially modern schools are actually trying to adopt and integrate computer packages and tools in their day to day teaching and learning experiences, however this present development has not really been evident in the aspect of computer programming. A lot of institutions barely even conduct programming lessons, rather they teach students to use multimedia tools. Though Logo is one package that is being taught to help learners comprehend mathematics better. But it rarely used outside the educational setting.

### **How Computer Assisted Learning Tools Are Used in Teaching Some Aspects of English Language**

There are various aspects of English Language such as grammar, spelling, comprehension, reading, vocabulary, etc., which require different tools of CAL in the teaching and learning process, for CAL to achieve its aim, that is bringing learning closer and accessible to the learners, the various aspects of English must be directed to the suitable tools because the wrong tool will prevent learning from taking place:

- I. **Drill and practice:** There are software designed to allow the user to practice a skill that has already been acquired or taught. A common type of drill and practice software involves practicing English such as vocabulary, parts of speech. This program involves game and an individual drill. The designers of this software recommend that students play a game first so that the teacher can identify those drills units that present problems to the students. The Record Management Program will show the number of times the students have played each drill. The drill may then be used for extra help for those students who need it.

Another type of drill and practice is the English Second Language Demo program which provides practice at different level of difficulty. For example “Yes, the wind suddenly blows me off my feet”. Learners are meant to use their mouse to select the error. If the answer chosen by the student is correct the following screen will say “Good! You found the error” and then provide an explanation: “Blow should be blew”. If the learner is incorrect, the screen will say “sorry”, the error will be highlighted and still provide the explanation. Instructions are placed in the colour boxes at the bottom of the screen.

- II. **Excel tool:** Teacher places vocabulary terms in column D. Students use cut and paste to match the definitions in column B, and then type a sentence in column C and add Clip Art to illustrate the term.

	A	B	C	D
1.	<b>Word</b>	<b>Definition</b>	<b>Sentence</b>	
2.	Condemn			Stupid, not thinking sensibly
3.	Honest			Approval, encouragement
4.	Foolish			Strongly disapprove someone or something
5.	Support			Do not cheat, tells the truth

- III. Vocabulary flash card using Power Point:** The teacher creates it and places definition with picture on the slide one. On the following slide, place the word with an example in a sentence. These are especially effective when students create the slide show themselves as a study tool.
- IV. Document camera and data projector is used to teach reading.** The teacher will display some texts from books and other print sources, the teacher and students read aloud at a fluent and expressive rate from the selection.
- V. Podcast is also used to teach reading.** It is created by the teacher for students to listen to as they practice reading orally. After they have improved, the teacher lets the students record their own podcast to listen to themselves read. Podcasts are effective tools as students are always motivated to rehearse until their fluency improves when they know that their podcasts will have an audience. Podcasts create files that can be played on the computer or mp3 player.
- VI. Rhymezone is used in teaching writing and spelling.** This is a language arts reference tool and comprehensive search engine for words. Includes the functions of a rhyming dictionary, thesaurus, spelling check. Just type in a word to find a whole bunch of related words. This software helps students in their spelling and writing because as students type in a word, the tool helps in correcting the word and also supplying other related words to that particular word.

## Research Studies

Several studies have attempted to investigate the use of computer instruction software in teaching and learning. Lin and Chin (2007) reported positive effects for different types of computer – generated visuals (static vs. nominated) and advanced organizers (descriptive vs. question) on Chinese EFL learner’s reading proficiency, comprehension and retention of a content- based lesson.

In another study in Jordan conducted by Alsouki (2001), Alsouki investigated the effect of using computers in the teaching of L2 composition on the writing performance of learners. The sample consisted of (37) students from Rawdat A1 – Ma'aref College and Schools in Amman who are distributed into two groups. The experimental group (20 students) was trained to write English composition via computer while the control group (17 students) studied through the traditional method. The findings revealed that there are considerable differences for using computers as an effective writing tool. Aweis (1994) reported better reading comprehension for American learners of Arabic as foreign language who had computer – mediated instruction than for those instructed by the traditional method.

Similarly, Abu – Seileek (2004) conducted a study to explore the effect of a CALL program on students' writing ability in English by teaching the program cooperatively and collectively. The findings of the study revealed that there were statistically significant

differences between the experimental group, who studied via computer, and the control group, who studied in the traditional method. The difference was in favor of the experimental group who studied via computer.

In an attempt to find out the effect of instructional software program on learning outcomes of teenage kids, Al – Qumou (2005) conducted a study to investigate the effect of an instructional software program of English language functions on tenth graders' achievement. The sample of the study was 118 students distributed over four groups, two groups assigned for the experiment and two groups for the control group. The study reveals that the students who studied the English language functions through CAL lessons performed better than those who learnt by the traditional method.

Similarly, Al Abdel Halim (2009) also provided evidence for the effectiveness of computer assisted instruction on Jordanian first secondary students' achievement and reading comprehension skills. Bataineh, Ruba & Bani Hani, Nedal (2011) conducted a study to examine the potential effect of a computerized instructional program on Jordanian sixth grade students' achievement in English. The findings suggest that achievement is significantly affected by the medium of instruction, as marked differences are found between the achievements of traditionally and computerized instruction in favor of the latter.

Another scholar, Christopher (1995), investigated the achievement of fifth grade students who used computer in different subjects with their colleagues who only followed traditional methods. The students were distributed into three groups; group 1 use computers for 60 minutes every week, group 2 use the computer in less duration and fewer tasks, and group 3, the control group, use traditional instructions. The results show significant differences in the achievement of students in favor of the groups who use computers.

McEnery, Barker and Wilson (1995) examined the utilization of PC based L2 language structure direction. The results of these studies appear to show that PC based sentence structure guideline can be as compelling as or more powerful than traditional direction (e.g., exercise manuals and lectures). Nagata (1996), directed a study concerning the relative adequacy of PC helped creation (yield) practice and cognizance (info) rehearse in second language procurement. The results of the study show that the yield centered gathering developed more grammatical skills than the info centered gathering, proposing that the generation rehearse required more syntactic preparing with respect to the learner than the appreciation hone.

## **METHOD OF STUDY**

### **Research Design**

The design that was used for this research is descriptive survey design.

### **Population of study**

The population of this study consists of a total of 50 English teachers in Unity schools in Bayelsa and Rivers States. There are five unity schools to be considered in the area of study.

## **Sample and Sampling of Techniques**

In this study, 50 respondents from the five Unity schools in Rivers and Bayelsa States were selected for the study using the stratified sampling technique. The various schools are:

1. Federal Government Girls College, Abuloma, Rivers State.
2. Federal Government Girls College, Imiringi, Bayelsa State.
3. Federal Government College Rumuokoro, Rivers State.
4. Federal Government College, Odi, Bayelsa State.
5. Federal Science Technical College, Ahoada, Rivers State.

The 50 respondents were made up of 30 female and 20 male teachers from all five schools. The sample was selected through simple random techniques. The procedure of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

## **Research Instruments**

The instrument for data collection was “assessment of teacher’s use of computer assisted learning in the teaching of English language”. The Questionnaire has sections, A and B. Section A contained information on the background of the respondents such as sex, name, age, marital status, rank etc. Section B contained the variables of the research question. The Questionnaire is a four point modified likert scale of (SA) strongly Agree, (A) Agree, (D) Disagree and (SD) Strongly Disagree. SA = 4, A = 3, D = 2, SD = 1. The questionnaire contains twenty items.

## **Validity of the Instrument**

After developing the instrument, copies of the instrument were given to experts in the area, to assess the suitability of the items of instrument. Their corrections were used to modify the instrument before administration. Thus the basis of validation of the instrument is face and content validity.

## **Reliability of the instrument**

To determine the reliability of the instrument, test-retest method was used. Ten copies of the questionnaire were administered to ten respondents who were not part of the study. Two weeks later the same instrument were administered to the same pilot group. The two sets of questionnaire were correlated using the Pearson Product Moment. The reliability index yielded 0.60.

## **Administration of the Instrument**

Fifty copies of the instrument were administered directly to the respondent by the researcher. The researcher supervised the filling of the questionnaire and thereafter collected the instrument from the respondents directly on the spot to avoid loss of copies.

## Method of Data Analysis

The data for this research question was answered using mean and standard deviation, using the criterion mean value of 2.5.

## RESULTS

### Data Presentation

This chapter begins with the presentation of the results of data analysis. This analysis were made based on questionnaire instrument the researcher designed for distribution comprising of 20 items, which were given to fifty (50) English teachers from the five unity schools in the study area. At the end of the day only 40 questionnaires where returned. The first part of the chapter presented respondent's socio-demographic characteristics (Table 1) followed by presentation of each of the resaerch questions.

### Demographic Characteristics of Respondents

Table 4.1 Distribution of the respondents according to their sex

Sex	N	Percentage
Male	15	37.5%
Female	25	62.5%

Out of the 40 valid responses, 15 (37.5%) were male, while 25 (62.5%) were female.

Table 4.2: Distribution of the respondents according to their level of experience

Level of Experience	N	Percentage
Experience	32	80
Less Experience	8	20

Table 4.2 indicates that Out of the 40 teachers, 32 (80%) were experienced teachers with at least 10 years of teaching experience as defined in the demographic session of the data collection instrument, while 8 teachers (20 %) were indicated they were non experienced.

### Analysis of Research Questions

The following research questions were analyzed using mean and standard deviation.

**Research Question One:** What is the English teachers' level of awareness about Computer Assisted Learning (CAL)?

Table 4.3: Mean and Standard Deviation of Respondents on English Teachers' Level of Awareness about Computer Assisted Learning (CAL)

S/N	Items	SA	A	D	SD	STD	$\bar{X}$	Remarks
1	I am aware of CAL.	14	16	7	3	0.09	3.03	Positive

2	I am naive of the of CAL programs in teaching English language.	5	9	15	11	1.04	2.2	Negative
3	I'm only aware of the usage of computer audio tools use	6	10	15	9	0.06	2.3	Negative
4	I'm unaware of the use of CAL in teaching English language	2	3	19	16	1.05	1.78	Negative
	<b>Grand mean and SD</b>					<b>0.56</b>	<b>2.33</b>	

In Table 4.3, the responses showed that item 1, 2, 3, and 4 had mean scores of 3.03, 2.2, 2.3 and 1.78 respectively, all of which are below the criterion mean of 2.5 except item 1 which is positive. In general, the English teachers are aware of the use of Computer Assisted Learning (CAL) in teaching English Language.

**Research Question Two:** To what extent are computer facilities made available for English teachers' use?

Table 4.4: Mean and Standard Deviation of Respondents on Extent Computer Facilities are being made available for English Teachers' Use

S/N	Items	SA	A	D	SD	STD	$\bar{X}$	Remarks
5	Computer facilities are available to a fair extent	15	12	8	5	0.25	2.93	Positive
6	Computers are available in my school	17	11	7	5	0.09	3.0	Positive
7	Computer facilities are available in my school for the purpose of CAL use.	14	11	11	4	1.01	2.8	Positive
8	Computer facilities are not available in my school for CAL use	6	6	12	16	0.88	2.05	Negative
	<b>Grand mean</b>					<b>2.23</b>	<b>2.7</b>	

In Table 4.4, the responses showed that item 5, 6, and 7 had mean scores of 2.93, 3.0 and 2.8 which is higher than the criterion mean of 2.5, while item 8 had mean score of 2.05 which is lower than the criterion mean of 2.5. In conclusions the results prove that Computer facilities are made available to a fair extent some are being used for Computer Assisted Learning (CAL) purposes.

**Research Question Three:** To what extent is Computer Assisted Learning (CAL) being used in the teaching of English language in Unity secondary schools?

Table 4.5 Mean and Standard Deviation of Respondents on the Extent Computer Assisted Learning (CAL) is being used in the Teaching of English language in Unity Secondary Schools

S/N	Items	SA	A	D	SD	STD	$\bar{X}$	Remark
9	In my school, Computer assisted language learning are utilized weekly for the teaching and learning of the English Language.	18	11	6	5	0.09	3.05	Positive

10	On a termly basis, CAL are mostly used twice for effective teaching of English Language in my school.	14	11	11	4	1.03	2.88	Positive
11	On a weekly basis, CAL are utilized for English language teaching in my school.	19	10	5	6	1.09	3.05	Positive
12	CAL with visual aids are utilized daily for the teaching of the English Language in my school.	7	11	11	11	0.88	2.35	Negative
<b>Grand mean and SD</b>						<b>3.09</b>	<b>2.83</b>	

Information in Table 4.5 evidenced that responses on item 9, 10 and 11 had mean scores of 3.05, 2.88 and 3.05 respectively, which are above the criterion mean of 2.5, while item 12 had mean score of 2.35 which is lower than the criterion mean of 2.5. In general, the results imply that Computer assisted language is being used to a fair extent in the teaching of English language in Unity secondary schools.

**Research Question Four:** What aspects of English language do teachers' teach with Computer Assisted Learning?

Table 4.6: Mean and Standard Deviation of Respondents on the Aspects of English Language Teachers' do teach with Computer Assisted Learning (CAL)

S/N	Items	SA	A	D	SD	STD	$\bar{X}$	Remark
13	Grammar can be taught with CAL	17	11	8	4	1.06	3.03	Positive
14	Reading can be taught with CAL	16	12	6	6	0.80	2.95	Positive
15	Vocabulary spelling cannot be taught with CAL	6	9	15	10	1.04	2.3	negative
16	English Writing can be taught with CAL	14	10	12	4	0.98	2.85	Positive
<b>Grand mean and SD</b>						<b>3.88</b>	<b>2.78</b>	

In Table 4.6, the responses showed that item 13, 14, and 16 had mean scores of 3.03, 2.95, and 2.85, respectively, which are above the criterion mean of 2.5, while item 15 had mean score of 2.3 which is lower than the criterion mean of 2.5. In conclusion, the above results indicates that the aspects of English language that are taught with Computer Assisted Learning (CAL) include grammar, reading, vocabulary spelling and English writing.

**Research Question Five:** What are the problems encountered in the use of Computer Assisted Learning (CAL) in teaching English language in Unity schools in South-South?

Table 4.7: Mean and Standard Deviation of Respondents on the Problems Encountered in the use of Computer Assisted Learning (CAL) in Teaching English Language in Unity Schools in South-South

S/N	Items	SA	A	D	SD	STD	$\bar{X}$	Remark
17	Lack of computer facilities & equipment discourages the teaching of English Language with CALL	15	15	6	4	1.05	3.03	Positive
18	Inexperience of teachers with application of CAL impairs the effectiveness in students learning process	14	11	11	4	1.05	2.88	Positive
19	Computer assisted language learning as a teaching aid is not effectively utilized in my school	14	11	11	4	0.87	2.8	Positive
20	Some aspect of computer assisted learning requires experimental practical.	7	10	13	10	0.75	2.35	Negative
	<b>Grand mean and SD</b>					<b>0.72</b>	<b>2.77</b>	

In Table 4.7, the responses showed that item 17, 18 and 19 had mean scores of 3.03, 2.88 and 2.8, respectively, which are above the criterion mean of 2.5, while item 20 had mean score of 2.35 which is lower than the criterion mean of 2.5. In general, Lack of computer facilities & equipment, inexperienced teachers are the problems encountered during the use of Computer assisted Learning (CAL) in teaching English language as indicated by the English teachers of the 5 unity schools.

### Hypotheses Testing

The formulated hypotheses were tested using z-test since the sampled population is above 30. Hypothesis One There is no significant difference between male and female teacher's use of Computer Assisted Learning (CAL) in the teaching of English language.

Table 4.8: Summary of Z-test analysis of difference in the mean scores of the perceptions of male and female teachers on use of Computer Assisted Learning (CAL) in the teaching of English language

Variables	N	X	SD	Df	Z-Calculated	Z-tab	Level sign	Decision
female	25	3.05	0.71	38	1.99	1.96	0.05	Rejected
male	15	2.93	0.74					

Table 4.8 revealed that z calculated of 1.99 is greater than z critical of 1.96 at df 38 and alpha level of 0.05, therefore the null hypothesis which states that There is no significant difference between male and female teacher's use of Computer Assisted Learning (CAL) in the teaching of English language was rejected.

### Hypothesis Two

**H2:** There is no significant difference between male and female English teachers level of knowledge about computer assisted learning.

Table 4.9: Summary of Z-Test Analysis of Difference in the Mean Scores of Male and Female English Teacher’s Level of Knowledge about Computer Assisted Learning

Variables	N	X	SD	Df	Z-Calculated	Z-tab	Level sign	Decision
Female	25	3.02	0.72	38	2.02	1.96	0.05	Rejected
Male	15	2.96	0.66					

Table 4.9 revealed that the z-calculated of 2.02 is greater than z critical of 1.96 at 38 and alpha level of 0.05, therefore the null hypothesis which states that no significant difference exist between male and female English teachers level of knowledge about computer assisted learning was rejected.

## **DISCUSSION**

### **Teacher’s Awareness of Computer Assisted Learning (CAL)**

The findings of this study revealed that teachers are aware of CAL. Though some are naive of CAL programs in teaching English language but generally they are aware of the usage of CAL computer audio tools, especially those in the technology schools. This finding proves why they are familiar and can concur to certain terms and features of Computer Assisted Learning (CAL) and its use in teaching.

### **Availability of Computer Facilities**

The findings of this study revealed that Computer facilities are available to a fair extent in the Unity schools. Though these facilities are available in their schools and schools acquire it for the purpose of CAL usage. This is true as during the researchers visit to the various unity schools in the study area, the researcher observed there were computer facilities in the schools. Though in very schools were these computer facilities dedicated to CAL use.

### **Extent of usage of Computer Assisted Learning (CAL) is in the teaching of English language**

It was revealed in the study that Computer Assisted Learning is used frequently. More often than not, they are utilized weekly for the teaching and learning of the English Language by teachers in the technology unity schools. While teachers on a weekly basis used CAL in some of the schools, other schools apply CAL twice for effective teaching of English Language in their school. The researcher affirms this during the visit to the schools where she actually confirmed that Computer assisted facilities were being utilized in some of these schools on a fair basis.

### **Aspects of English language taught with Computer Assisted Learning**

The findings of this study revealed that English writing, grammar and reading can be taught with CAL.

## **Problems encountered in the use of Computer Assisted Learning (CAL) in teaching English language**

The findings of this study revealed that lack of computer facilities, equipment and maintenance discourages the teaching of English Language with CAL. However, teachers in some of the unity schools who make use of Computer Assisted Learning do it rarely and not regularly. This explains why most teachers are not user friendly with CAL facilities because they have not yet acclimatize themselves with the equipment. This in turn reduces the proficiency of teaching and learning experience.

### **Lack of training and retraining of teachers**

Additionally, teachers in most of these schools are inexperienced with the use of CAL and this reduces the effectiveness of teaching as well as impairs the English language learning experience of students. This calls for training and retraining of the prospective teachers.

### **Shortage of power supply**

The epileptic nature of power supply in Nigeria and the high cost of providing alternative power source possess a huge challenge in the usage of CAL in those schools where they are available.

## **CONCLUSION**

The title of this work is assessment of teachers' use of Computer Assisted Learning for the teaching of English language in Unity Schools in some South-South states. Lack of awareness and inability of teachers to teach with computer and also the unavailability of computers in the schools for the learning and teaching of English language posed as the rationale behind the intent of this study.

In the quest of exploring this study, 5 research questions, 2 hypotheses and research objectives were drawn to guide the study. Relevant literatures relating to use of CAL for the learning and teaching of English language in schools were discussed. Various forms of CAL include visual aids, audio aids, excel tool, podcast, rhyme zone, document camera and vocabulary flash which were found to be used for the learning and teaching of English language. The research design employed for this research was the descriptive survey design. Using stratified sampling technique, a sample size of 50 respondents was selected for the study. The instrument used for data collection in the course of the study was a questionnaire titled "Assessment of Teachers' Use of Computer Assisted Learning for the Teaching of English Language in Unity Schools in South-South Questionnaire (ATUCALTELUSSSSQ)". A total of 50 questionnaires with 20 questions items were distributed to elicit response from the various strata of respondents and a total of 40 questionnaires were retrieved. Data generated in this study were analyzed using mean, mean set, rank order statistics, and z-test statistical tool. The study equally summarized, concluded and proffered a lasting solution.

The study concludes that most teachers in Unity schools are aware of CAL for the teaching of English language in their school. Though they do not always utilize CAL, but the facilities are available. Considering the era of digital revolution which we find ourselves current, something urgently needs to be done in order to overcome all these bottlenecks.

## Recommendations

Having gone through this study, the researcher recommends the following:

- Vigorous awareness should be created in the usage of CAL in teaching and learning of English Language.
- Enough computer facilities should be made available in Unity schools and other public schools to enhance efficient usage of CAL.
- Encourage the use of CAL on a regular basis by the prospective users.
- CAL should be used in all aspect of teaching English Language and other subjects as the case may be.
- Adequate and regular provision of computer facilities, equipment and maintenance will encourage the teaching of English Language with CAL at ease.
- Training and retraining of teachers on the proper use of CAL by the relevant authorities' will be highly productive and maximized.
- Tackling the incessant power outage by providing adequate funding in terms of impress and subventions.

## REFERENCES

- Abu-Seileek, (2004). *Designing a Computer Assisted Language Learning Program and Testing its Effectiveness on Students' Writing Ability in English,*” PhD Thesis, Amman Arab University for Graduate Studies.
- Al-Qomoul, (2005). *The Effect of Using an Instructional Software Program of English Language Functions on the Basic Stage Students' Achievements.* PhD. Thesis, Amman Arab University for Graduate Studies.
- Alsouki, S. (2001). *The effect of using computers in the teaching of L2 composition on the writing performance of tenth grade students in Amman private schools.* Unpublished MA thesis, University of Jordan. Amman, Jordan.
- Chapelle, G. (1997). CALL in the Year 2000: Still in Search of Research Paradigms. *Language Computer Journal of Learning and Technology*, 11(3), 19-43.
- Christopher, K. (1995). The Effect of Time on Computer Assisted Instruction for Risk Students,” *Computer Journal of Research on Technology in Education*, 28 (1):85-98.
- Dan-Granville, E. L (2016) *Assessment of Teachers' Use of Computer Assisted Learning in the Teaching of English Language in Unity Schools in South-South.* Unpublished M.Ed. Thesis. School of Graduate Studies, University of Port Harcourt.
- Dhaif, H. (2004). Computer Assisted Language Learning: A Client's View. *Computer Journal Assisted Language Instruction Consortium*, 7(2), 467-469.
- Gonglewski M., Meloni C., & Brank, J. (2007). Using E-Mail in Foreign Language Teaching: Rationale and Suggestions. *The Internet TESL Journal*, 7(3), 115-118.
- Mattheos, M., Schitteck, M., Attström, R. & Lyon, H. C (2000). *Distance Learning In Academic Health Education.* Eur J Dent Education: in press.
- Meril, R. (2006). Two New Strategies for Computer Assisted Language Instruction. *Computer Journal of Foreign Language Annals*, 9(2), 28-37.
- Moras, S. (2001). *Computer Assisted Language Learning and the Internet.* *Karen's Linguistics Issues*, 25-30.

- Nagata, N. (1996). Computers vs. workbook instruction in second language acquisition, *CALICO Journal*, 14(1) 53-75.
- Nutta, J. (2001). Is Computer Based Grammar Instruction as Effective as Teacher Directed Grammar Instruction for Teaching L2 Structures, University of South Florida, USA.
- Nwafor, S. O (1999). *Research Methods in Educational Management*. Port Harcourt: Emhai Publishing.
- Nworgu, B. G. (1991). *Educational Research: Basic Issues and Methodology*. Ibadan: Wisdom Publishers.
- Okafor, E. N. (2005). Effects of communicative language teaching on students performance in English language grammar. *Interdisciplinary Educationary Journal*, 1, 42-49.
- Olibie, E. (2003). *Effects of computer assisted language learning on students' achievement in English language grammar*. Unpublished PhD Dissertation, Nnamdi Azikiwe University, Awka.
- Preston, J. D. (1997). Computers in dental education. *J Calif Dent Assoc.*, 25, 729–733.
- Singhal, M., (2004). The Internet and Foreign Language Education: Benefits and Challenges,” *Teaching English as a Second Language Journal*, 53(3), 241-267.
- Teo, T. (2009). Modeling technology acceptance in education: A study of pre-service teachers *Computers and Education*, 52, 302–312.
- Udosen, A. E. (2005) Rethinking classroom evaluation: A case study of English language teachers' assessment practices Senatorial district of Akwa Ibom State. *Journal of world council for curriculum and instruction*, 5(1), 94-104.
- Ukoha, J., & Eneogwe, N. M. (2006). Perspectives for Computer Based Learning of Languages. Enugu: *Enugu Press*.