

---

## THE ROLE OF TECHNOLOGIES IN ENHANCING CAPACITY BUILDING AND SKILLS DEVELOPMENT OF LANGUAGE TEACHERS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

---

**Benard Ojobor<sup>1</sup>, Charity Onumah<sup>2</sup>, Mr. Agbike Johnson<sup>2</sup> & Ishaku Otache<sup>2</sup>**

<sup>1</sup>Department Of English Language, Federal College of Education,  
Odugbo, P.M.B 102102, Makurdi, Benue State – Nigeria

Email: [Ojoborbenard@yahoo.com](mailto:Ojoborbenard@yahoo.com)

<sup>2</sup>Federal College of Education, Odugbo, P.M.B 102102,  
Makurdi, Benue State – Nigeria

### **Abstract**

There is growing awareness and paradigm shift from traditional ways of teaching and learning to using ICTs facilities- laptops, internet, computers, smart phones, tablets, iPods, ipads and podcast devices in driving knowledge. Technology-based learning as a component of ICT facilities are playing crucial roles in defining contents to be learnt and skills to be mastered in transforming how teachers and students learn to meet the growing demands of today's schooling by improving and developing the skills and knowledge of language teachers in teacher education institution in Nigeria. This paper, therefore, critically examined the use of technology as a necessity in the skill development of language teacher and enhancing capacity building for effective instructional delivery for sustainable development. It also gives an overview of concept of technology, language education, language teachers' preparedness for technology, ICTs and language teaching/learning, skills, capacity building skills, language and creativity skills, pedagogical skills, problem-solving skills, sustainable development, challenges of capacity building of language teachers using ICTs in secondary school, suggestions for improving capacity building workshops on ICTs for language teachers and for optimal performance on instructional delivery.

**Keywords:** Technology, Skill development, Language teachers, Capacity building, Sustainable development.

### **Introduction**

Technologies are playing crucial roles in defining contents to be learnt and skills to be mastered in transforming how teachers teach and how students learn to meet the growing demands of today's schooling. There is a growing awareness and paradigm shift from traditional ways of learning to using laptops, internet, computers, smartphones, tablets, ipods, ipads and podcasts devices in driving knowledge. These devices are providing an enabling environment for the transformation and the wellbeing of nations. Abimbola (2015) conceived Technologies as applications and devices encompassing radio, television, cellular phones, computer, network, hardware and software, satellite systems, video-conferencing services and applications associated with distance learning. These are diverse set of tools and facilities used to create, communicate, disseminate, retrieve, process, store and manage information at anywhere and at any time. It is also termed as Information Communication Technology-ICT which at promoting teaching and learning in the 21<sup>st</sup> century globalization.

Etiubon (2017) avers that the younger generation is fast-catching up with ICTs with changing trends and speed, but the older generation is reluctant to embrace the shift and change. Lemamer (2013) posits that students today expect more from a classroom experience given by a teacher than a passive learning opportunity that consists mostly of one-way communication with limited student interaction. ICTs can respond to these deficiencies and needs by providing an effective model to enhance students' performance and reduce academic workload. ICTs create rich teaching environments to introduce new ideas, develop new skills and expand perspectives that can engage teachers in new experiences and create a community of learners for cross fertilization of ideas.

Technologies enable teachers to plan, manage and develop good lesson perspectives for appropriate skill acquisition. Bhalla (2013) cited.... posits that teachers use computers to update subject matter knowledge and teaching skills, develop lesson plans, prepare additional instructional materials, notify students of relevant information via internet, prepare question banks and showcase students' work on school website. In these ways, teachers use the internet in more appropriate ways to source for information that support their own understanding (Lapite and Adeniyi, 2015). These reduce and simplify teachers' academic workload.

### **Concept of Technology in Education**

Technology has found its application in everyday life as exemplified in; communication, Agriculture, medicine, industry, commerce, politics, religion, education, and warfare. In these endeavors, technology has found wide application ranging from the use of x-rays and gamma radiations in medicines to detect and destroy cancerous growth in humans through chemotherapy, eradication of nuclear threat by the creation of nuclear laser defense system, to cross-breeding and improved seeds varieties in agriculture (Afaor, Ada & Abuul, 2019).

In politics, technology has provided a more workable political system to the nations of the world through electronic balloting system made possible through impervious technology encryptions and date base. Technology today plays a prominent role in evangelization. Gone are the days of conventional preaching, nowadays preachers can reach out with the message of the scriptures to millions of their congregational preaching; nowadays preachers can reach out with the message of the scriptures to millions of their congregation all over the globe through internal and social media. Today Christians can afford to download the entire bible and other devotional applications to their cell phones and tablets for easy access.

Ivowi (2018) has given a comprehensive documentation of usefulness of ICT in education stating that an effective teacher must be that versatile as to be able to handle complex issues in education and the process of educating. For Adeoye (2014). The new-look classroom features PowerPoint presentation, use of projectors, interactive software, web quests, podcasts wikis, smart boards, information communication technology (ICT) and social networking software. There has been a remarkable transformative shift from the traditional role of the teacher in the classroom as the source of all knowledge and disseminating information to the teacher becoming more of a supportive guide allowing students to construct their own learning. In this digital age, teaching and learning process is becoming more nuanced, more seamless, and it flows back and forth from students to teachers and teachers to students (Adeoye, 2012)

The image of the classroom has been changed by ICT, which is a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. ICTs media such as films, videotapes, telephones, television or radio continue to play a critical role in education worldwide; and they are easily accessible compared to e-learning and most digital tools, computers or the internet.

Technology also encompasses broader themes such methods of organization and techniques. Various technologies have found their way and are now used in traditional classrooms, for example, computer is used in the classroom; with computer in the classroom, teachers are able to demonstrate a new lesson, present new materials, illustrate how to use new programmes.

Man has used science and technology for orientation into space and unfriendly ocean. In warfare, earliest man's weapon like the spear, has been replaced by successive more developed fighting weapons such as: the allies and Germans used gas contained in artillery shells and delivered on targets. Airplanes introduced new dimensions to war as jet bombers were used to destroy targets. Today, advancement in science and technology has introduced nuclear and chemical weapons. The introduction of computer into warfare has clearly demonstrated advancements in science and technology (Afaor, Ada & Abuul, 2019).

### **Technology in the classroom**

Technology is the practical utility of scientific knowledge. Usually associated with technology are gadgets. We are today in the 21<sup>st</sup> century. We live in a technologically advanced world where more and more electronic gadgets are going wireless. We have mobile phone, wireless computer and even mobile television. A century where information technology will continue to dictate the pace of development. A century where communication infrastructures like Smartphone. Ipad, podcast, Fax, E-mail, and computer networking have turned the world into a globe village. A century where you will simply press knob and information and knowledge will be made available in a matter of seconds. Afaor, Ada and Abuul (2019) affirmed that, this is a century where classrooms and conventional

churches will no longer play prominent role in knowledge acquisition and teaching. The influence of the World Wide Web which provides ready access to information wherever it is situated in the world cannot be ignored.

#### **National Policy on Education, (2014)**

The national language policy is fully cognizant of the role of the English languages as a language of science and technology and that the technical knowledge and skills require for the transformation of the society is available at the tertiary education level. Nigerians who have attained a high level of academic and professional education should also have access to scientific information to found in literature which abound the world over, but are mainly on the English language. This essentially has informed the adoption of English as the language of higher education in the country, and various developments in the language have been such as to equip the user of the language to enable him cope with the linguistic demands of his profession. Also, a man in research has not completed his job until he has put his findings down in writing so that others can learn from him as well as see and judge the validity of his conclusions or the scientific or empirical proof (Bashorun, 2012).

#### **Concept of language**

Language is the major medium of communication among people, it serves as a form of identify for its users and a medium through which people culture is transmitted (Agwu, 2016). Nigeria is a multilingual nation with more than 400 languages spoken and over 250 ethnic groups. This makes the country as a conglomerate of cultural and linguistic differences. The situation makes the government to make policy statement encouraging ethnic group to study at least one of the Nigerian languages (Hausa, Igbo, or Yoruba) aside the wider community. This is done in order to promote linguistic equity peaceful coexistence and social interaction among the people.

Language is an important medium of human communication, a social tool which human being use for many purposes such as to educate, inform, influence and empower themselves and their societies for sustainable development. That is why Nwadike (2014) regards it as the key to the heart of the people if treasured will unlock the door to sustainable development. This implies that to achieve national development we need to treasure the key (language) and keep it safe so that it can bring about national development.

National development is described as the gradual and progressive changes in the social, economic and political life of a nation (Aziza, 1998 cited in Olaoye, 2013). These include: growth in terms of national unity and cohesion, educational development, socio-economic and political stability in the desired direction. Sustainable development is seen as the ability to make development sustainable to meets the needs of the present without compromising the future generation's ability to meet their own needs (Anyawu, 2017). This implies preserving the overall balance, preventing the exhaustion of natural resources and rationalization of production and human consumption (Muhammed & Kassim, 2020).

#### **Language and Sustainable National Development**

Language is important for the socio-economic and political development of the nation, as government policies are formulated and executed using language. Also, everything thought of and carried out by people generally whether in government or industry, is in language and through language. Language is the means by which we give vent to our thoughts, so in effect, thought will be limited without language. Planning is both a product of, and an externalization of thought and as language is the vehicle for the expression of thought, no meaningful planning for sustainable national development can take place without language. It is on this note that the significance of language in the process of national development can be appreciated. And as they say, human progress at the different stages has been assisted by the progression in what language is used to symbolize.

#### **National Development**

Generally speaking, development is the optimization of the natural and human resources of a nation for the fostering of political unity, for the efficient production and distribution of goods and services, for the efficient management of the production system, and for the enhancement of the social and economic well being of the people. In view of our experience in recent years, of abject poverty and ignorance on the part of the people. poorly planned, poorly executed and inefficient social services, poor industrial base, monocultural economy, rampant disease, poor health services, poor infrastructure, inadequate food production and low technological capacity, then we can also construe

as the attainment of national development, any such efforts or strategies capable of reversing the poor state of development outlined above underlying the concepts of sustainable development.

Sogbon (2000) identifies four fundamental factors which could provide the key to sustainable development economic growth and development as population, natural resources, capital formation (domestic and imported) and technology.

Population she sees as producing the labour force, and as a necessary factor for stimulating economic growth through an increase in aggregate demand for goods and services. The labour force is the one to manipulate and control the resources for ultimate goal of national development.

### **Concept of Sustainable Development**

Development can be referred to as a process of providing an improvement, growth or progress in the lives of people. Agwu (2016) posits that development can be in different forms which include: educational, economic, social and political developments. It aims to bring about genuine human development either in form of material improvement, economic growth or reformation of institute and infrastructure. Sustainable development is the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generation to meet their own needs” the definition of sustainable development is viewed in a broad form focusing in intergenerational equitable and balance that includes; economic, social, educational, environment aspect. Thus, for development to be sustained, there should be continuous balance in the interest of different groups within the same generation and among different generations.

Another definition provided by the United Nations during the World Summit (2005) refers to the pillars of sustainable development to include: social, economic and educational environment and several other conditions to meeting human needs while preserving the overall balance, regarding the environment so that these needs can be achieve not only in the present, but also for generations to come.

Nigeria is a multilingual nation facing challenges in all three dimensions of sustainable development: social, economic and environment. A lot of people are living in abject poverty and income inequality. This has resulted in a lot of social problems, unsustainable production huge economic and social costs (Anyawu, 2017). Nigeria as well as many developing countries abounds in a lot of problems ranging from hunger, malnourishment corruption. Language is an indispensable tool for sustained development: it is an important window to wider opportunities.

English language is a significant tool that can bring development in the socioeconomic, educational and environmental life of the people Nigeria, has been described as a multi-lingual society with over 400 languages spoken in the country has adopt English language as the official language and predominantly spoken as an attained a reputable position when compare to our indigenous language. English language is use as a medium of instruction in schools. It plays a vital role in education. Weather formal or informal is usually the medium through which knowledge and skills is imparted and acquired. Language education is one of the cardinal points in the Federal Government national economic policy. Ige (2000) describes language as a lamp by which the youth travels through the educational tunnel. Because of its global usage, English language empowers its users to take charge of their lives and prepare themselves for the future work.

Credibility of teachers is mostly assessed through their communicative competence: the way they communicate their ideas and stimulate learners through the effective use of language (Anyaw, 2017). The articulate and competent teachers always win the heart and respect of their students. The important role language plays in sustainable development cannot be overemphasized. Graham-brown (1991) states that education is the most fundamental instrument for achievement of social justice and equity among the populace. It is a means for the un-informed, underprivileged, marginalized and the oppressed within the society. It is therefore an indispensable tool for social, economic development. Language is regarded as the bed rock of national development (Olaoye, 2013). It is a bridge through which we perceived our culture, traditions and be able to communicate with one another. In the area of innovation and technological advancement: English language is used for the teaching and learning of science and technology in our schools. People who are competent in communication can have a better understanding and the interconnectedness of modern life. Therefore, there is to integrate and reinforce its teaching with ICTs-technologies in the classroom and teachers of the language to imbibe the culture of advancement to meet the global demands of the modern society.

### **English language Teachers’ Preparedness for ICTs**

Preparing language teachers on the use of technologies is an important aspect of building manpower that will facilitate language learning outcomes for sustainable development. The major aim

of teacher education programme is to produce quality teaching force supply to the nation's need of teachers in her educational systems at all levels (Okonkwo, 2015). Thus, the deployment of ICTs becomes a necessary component for the production of quality language teachers. This is necessary because today's learners are becoming digital natives and their digital skills and interest can be meaningfully directed to make academic gains. Mishra, Promila and Harish (2007) recognized this importance and stated that majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees; even though many teachers report that they have not had adequate training to prepare themselves to use technology effectively in teaching and learning. Effort is being made globally to effectively engage science teachers to use different technology tools to enhance teaching and learning. Teachers are trained via ICTs to learn how to use technology tools as complementary means to the teacher training process. Succinctly put, teacher training institutions are responsible to equip teachers to acquire skills to transform students' learning outcomes. Therefore, students' achievement in language to a great extent depends on how language teachers select appropriate ICTs to promote learning activities, develop new methods of facilitating learning and evaluating students' performance (Iweh, Okorie and Imeh, 2012). This enables language teacher achieves learning objectives.

In Nigeria, the teacher training institutions are ill-equipped with ICTs and can barely cope with student population. These institutions hardly provide the needed enabling environment for ICTs to thrive and as such, are finding it difficult getting qualified language teachers to teach ICTs. As a result, the quality of teacher educators in these institutions catering for teacher education have been the slowest and most lukewarm in adapting to anything that is new especially the demand of ICT in the revised teacher education curricular (Okafor, 2016). This has seriously affected the quality of language teacher's preparedness and the quality of education imparted to students using ICT technologies.

### **ICTs and English language**

Language plays a crucial role in providing skills needed for oil, gas and energy exploration, drug manufacturing in pharmaceutical industries, improving health, farm and food services standards for better living as these skills of technological-industrial advancement are learned and acquired through the instrument of language. These sectors provide job openings for graduate students versatile in ICTs skills. Language teachers' knowledge of ICTs will impact on their students for effective use of computer applications that will enable them own explorative competencies towards constructive benefits for future gainful employment. Students can easily access ICTs and aspire for greater opportunities in a fast-changing global world (Etiubon, 2017). English language as a language of instruction is used to teach all the subjects in the curriculum like arts, science and technology, education. This should inspire students to study and pursue careers in related ICT fields. This could improve students' performance and give them opportunities to make appropriate career decisions and choices.

In spite of the growing knowledge and application of ICTs in different workplaces and multinational companies, it is alarming that many language teachers who make use of hand phones, Smartphone, ipads, ipods and laptops are not able to access ICT environments for lesson delivery experiences except to send text messages and access journal articles for publication through email. Academic performances of language students have been dwindling in recent times and interest has been low (Muhammad, 2014). This current trend has been asserted by Chief Examiners Report in annual English language examinations taken every year by students as West African Examination Council (WAEC) and National Examination Council (NECO) of Nigeria. This decline may be attributable to teachers' lack of improvement of their professional careers using modern technologies through training and workshop exposure. Njoku (2007) attributed this underperformance to the way and manner teachers teach English. English teachers might not have been exposed to the benefits that ICTs brings. Evidence shows that very few teachers have access to ICT facilities for instructional delivery. Some do not feel confident in exploiting ICT to support teaching activities in English language while some lack basic ICT knowledge (Etiubon, 2011; Nneji and Otaru, 2016).

ICT has shown itself as the most powerful tool to develop teachers' ability to query and support the teaching of language (Omoniyi and Quadri, 2013) and thus has become a necessity to develop learners' knowledge. With the increasing use of ICTs, there is need to persuade language teachers to evolve new ways of teaching, in revising and updating their knowledge using new technologies to enhance students' academic performance and compete globally. It is therefore necessary to train potential professional English language teachers using capacity building workshops

for ICTs skills development to enable them inculcate ICT knowledge to the learners in order to achieve sustainable development.

### **Skills**

Developing skill entails hard work and interest, and language teachers need various ICT skills to acquaint themselves with emerging technologies. ICT skills are strategic for effective delivery of instructions and language teachers must spend time learning new technologies. Skills are expertise that guide decisions and work experience and inspire teachers to give focus to learners. In other words, skills are talents deliberately acquired through systematic and sustained effort to smoothly adapt to complex activities. Mbanefo (2015) defines skills as practical hands-on experience that transforms waste to wealth and knowledge to productive skills. Longe (2010) posits, that for this to be workable, teachers must possess ICTs knowledge skills to meet the needs of the learner. These skills include and not limited to the following:

(i) **Basic operation and concepts related to computer and technology:**

Teachers should be able to use a computer and various technological tools. This includes the use of software and basic operations such as booting a computer, opening software, saving, recording, creating, manipulating, publishing and distributing information.

(ii) **Personal and work related use of technology:**

Teachers should be able to use these tools in their classroom to improve their productivity and professional growth. They have acquired the basic skills that enable them to use the most advanced functions of publishing and communications software as well as audio and video equipment.

(iii) **Integrating technology into a basic standard curriculum:**

Teachers should be proficient in the use of a variety of software and communication tools. They now have the skills required to integrate the use of computers and technology to their students and the subject matter. Skills help a language teacher learn in more flexible ways and open up new opportunities with many options for global competitiveness. When a teacher acquires skills, it helps him to access lectures, coursework, tutorials and mentoring to have clear vision and plan teaching strategies accordingly. A thorough research using appropriate skills give a different outlook that can be brought into instructional delivery. Extracurricular experiences and achievements provide the most added values with skills input to broaden knowledge horizon (Broadley, Downie and Gibson, 2015).

Proper mobilization, awareness and training is needed by language teachers to acquire competence on skill development using capacity building workshops. As managers of educational resources, teachers need to properly guide, monitor, supervise and evaluate the entire teaching and learning process to avoid missing link in the institutional development (Oji, 2016) of learners.

The computer literacy curriculum should go beyond listing isolated skills such as knowing the components of a computer, writing a draft and producing a finished text using word processing, saving documents and other minor assignments (FRN, 2001), though these skills are important but they do not foster the transfer of subject matter from one learning situation to another. Links from the various skills are not seen by learners. Students should be able to connect links from one environment to the other. They must be able to see computer flexibility, creativity and for a specific purpose (Okafor, 2016).

### **Capacity Building Skills**

Capacity building skills are skills acquired during organized training for language teachers (using workshops) in order to upgrade their knowledge on relevant teaching experiences. According to Acholonu, Opara and Dimson (2015), capacity building skills are skills exhibited during practical exposure to inculcate in the teacher the spirit of experimentation, manipulative skills, critical thinking, carefulness, perseverance and self-reliance. These capacity building skills improve teaching quality and develop specific problem techniques and strategies to live sustainably in a globally changing world. The skills focus on teachers finding answers to problems rather than the answer itself. Teachers are provided with ICT technologies that can make them think critically about ways and means of solving problems systematically. Capacity building skills enable language teachers to practice a task using specified aids such as ICTs in an enabling environment called a 'workshop'. This workshop experience develops in language teachers problem-solving, creativity, innovation and experimental skills needed to improve lesson note-taking and instructional delivery. Capacity building skills using ICTs is capable of changing the way language teachers teach and can support friendly approaches in

developing high order skills and logical reasoning among learners. Language teachers can build lots of activities into a lesson with skills developed during capacity building workshop to help students focus on their assigned tasks. It should be an ongoing effort to promote efficiency in teaching.

In spite of the derivable advantages and opportunities ICTs capacity building workshops provide for skills acquisition, it seems that few language teachers in show interest in its utilization. Many language teachers prefer to stick to old and obsolete methods of using notes to write lessons on the chalkboard instead of using interactive whiteboard and other forms of evolving ICTs to teach. They prefer to make calls and send text messages with smart-live-phones in their hands, but are unable to use those phones for multitasking academic purposes. Fareo (2013) noted that, Nigerian teachers are yet to be developed professionally on ICT skills, competencies and capabilities which are required for the effective implementation of ICT education. With this problem, Nigeria as a country cannot join the global competition of the information super-highway. This has posed great challenges to building professionalism in language teachers' areas of specialization. Capacity building workshops for ICT skill development may address these issues and motivate language teachers' interest.

Few attempts have been made to expose language teachers in public secondary schools to ICT capacity building workshops. One of such attempts is once-in-a-year gathering of language teachers for three days during holidays to improve their skills on use of ICTs. However, in recent times, economic instability and recession hardly make this possible. The Nigeria National Policy on ICT education (FRN, 2001) recognized the need for ICT integration in Nigerian schools and emphasized three major objectives to actualize this need. The objectives are: to empower youths with ICT skills to prepare them for global competitiveness; integrate ICT in mainstream education and training and establish multifaceted ICT institutions as centres of excellence on ICT. These are laudable objectives and could improve teachers' ICT skills.

Unfortunately, even with emerging ICT technologies, language teacher's skill development using capacity building workshop has not been duly implemented in public secondary schools. Well trained and competent language teachers equipped to teach basic computer skills are far too few with the challenge of inadequate ICT facilities. Language teachers lack ICT skills even after graduating from teacher training institutions. The prevailing situation leaves no one in doubt that capacity building of language teachers is the way to go not just for now but for the future.

Other skills needed by language teachers to promote meaningful integration of ICTs in instructional delivery include: creativity skills, pedagogical skills and problem-solving skills.

### **Creativity Skills**

Creativity is the act of turning new and imaginative ideas into reality (Romanenko and Nikitina, 2015). This is crucial to teaching English language. It is the ability to generate multiple and unique solutions to a problem. Creativity is the combination of intellectual activity, knowledge, motivation, thinking styles, personality and environment (Olatoye, Akintunde and Ogunsanya, 2010). Creative teachers are motivated because they see the need for novel, varied and complex stimulations, the need to communicate values and ideas using skills that will solve problems. These problems are solved when teachers can provide unique alternative solutions that generate acceptable products. Creative teaching skills take full advantage of the availability of emerging ICTs and direct them in line with lesson preparation and potential capabilities of the learner. Obilo and Ibebuikwe (2015) posit that creativity in an individual is tested not only by the number of alternatives he can generate but by the uniqueness of those alternatives. Language teachers should employ creative skills using emerging ICTs to make the teaching of language enjoyable and satisfying.

### **Pedagogical Skills**

Pedagogical skills are teaching skills teachers use and the activities, these skills generate to enable students to learn the knowledge and skills related to different subject areas. These skills are skills of knowledge presentation, curriculum knowledge, content knowledge, design principles in understanding of student's conceptions of the subject and learning implications. Pedagogy involves being able to convey knowledge and skills in ways that students can understand, remember and apply their lessons. Appropriate pedagogical skills provided by teachers using ICTs will make students take on much more active roles by engaging in discussions with their teachers and peers. A good teacher will present information in ways that actively engage the students in the materials that they are learning. Good pedagogy involves not only imparting information, but also providing opportunities to apply that information. In this regard, teachers are also able to make connections between the curriculum and the real world. Language teachers can best develop professional skills experimenting

with ICT tools for effective continuing professional development. This helps teachers and students' enquiry and problem-solving challenges.

### **Problem-Solving Skills**

These are skills that help language teachers develop specific problem techniques and strategies to live sustainably in a globally changing world. The skill focuses on teachers finding answers to problems rather than the answer itself. Teachers are provided with ICTs that can make think about ways and means of solving problems systematically. Through careful planning and execution, good language teaching using ICTs should develop and foster traits such as rational thinking and cognitive ability in students during instructional delivery to test the extent of ICT skill acquisition of students for meaning and effective presentation of instructional content in an interactive way to encourage participation in the learning process.

### **Challenges facing capacity building of language teachers' using ICTs in public secondary schools**

1. Teachers plan and execute curriculum content with well formulated objectives. Only the availability of well-trained teachers with sufficient skills on ICTs can deploy the right kind of instruction to learners. For the implementation of ICTs in secondary schools to be successful, capacity building workshops need to be functional during the long holidays annually to impart language teachers with ICT skills. Presently, there are insufficient ICT trained language teachers in public secondary schools to carry out elaborate teaching of objectives of ICT curriculum to achieve learning objectives. In spite of the compulsory nature of computer studies, researches reveal that ICT as a subject is not offered in most Nigerian public schools due to non-availability of qualified ICT teachers. Salau and Adebayo (2010) reported that over 85% of public and 72% of private primary school teachers do not possess the requisite qualification to handle the subject in schools where computer studies is offered. This has greatly reduced efficiency and creativity of language teachers. There is therefore, need to produce professionally trained ICTs language teachers for effective and meaningful language content delivery.

#### **2. Short duration of exposure of language teachers to capacity building workshops**

Capacity building workshops on ICTs is a one-stop-shop for language teachers. Inadequate funds are made available by the government to run the workshop as a three-day event in a whole year. At other times, funds are not available at all to organize the workshops. This hampers teachers' interest and does not augur well for ICTs skill development for language teachers' professionalism. DuToit (2015) opines that ICT training should not be too short in duration nor should it be delivered sporadically; rather, best results are obtained when teachers are exposed to training over an extended period of time, or if mentorship programmes and focus group discussions among teachers to exchange best practices are held regularly (UNESCO-US, 2009).

#### **3. Non-availability of established capacity building workshop centres**

Established capacity building workshops will promote practical activities among language teachers. They learn-by-doing and creatively demonstrate knowledge of skills on various tasks to sustain the effort of translating theory into practice. Training and retraining of language teachers using these demonstration centres will prepare teachers for expertise and skill-based knowledge in ICTs.

#### **4. Non-collaboration/affiliation of school administrations with NGOs and International organizations**

Strong collaboration with NGOs that are in the business of organizing capacity building workshops to expose teachers and intending teachers on the use of ICTs for best practices on language instructional delivery should be encouraged. Collaboration is needed to help strengthen institutions to promote flexible and deliberate policies that will train teachers to meet new challenges especially in acquiring and adopting appropriate attitudes and ICTs skills for meaningful learning to take place.

#### **5. Non-inclusion of capacity building workshops in teacher-training programme**

Computer studies are a compulsory core subject to be offered at the basic and senior secondary school levels, and teacher-training institutions should offer and provide facilities and implement computer studies as a school subject. This will go a long way in promoting skills development. Teacher training institutions hardly teach ICTs to emerging teachers and this has created a gap in teacher handling of its students in and out of school. Universities and Colleges of Education



in Nigeria should as a matter of urgency review and restructure its teacher-training curricula to accommodate this present need of ICT knowledge using capacity building workshops. This will aim at producing qualitative and well-equipped ICTs teachers to deliver creative quality language knowledge.

### **Suggestions for improving capacity building workshop on ICTs for language teachers**

#### **Developing quality assurance framework for capacity building of language teachers**

With the phenomenal growth of ICTs utilization by different institutions and workplaces to address the problem of access to information and quality service; there is need to establish bodies to regulate inputs through capacity building workshops. In recognizing this, quality assurance tools and instruments have to be developed and should from time to time be reviewed, refined, modified and revised for long-term efficiency. Sherehu (2012) enumerated quality assurance focus to include the following:

- Programme design and development
- Course design and development
- Learning infrastructure and resources
- Learner assessment and evaluation
- Institutional planning and management

These tools could form inputs for a curriculum to be developed on capacity building workshops for language teachers during long holiday periods. Language teachers can now spend quality time to progressively practice on their own to acquire ICTs skills for appropriate instructional delivery.

#### **Partnering with NGOs and private institutions:**

Existing patterns of organizing capacity building workshops for language teachers using ICTs is not producing the desired results. Future demands for secondary and tertiary education is growing and new ways and efforts at fulfilling the aspirations of individuals and institutions are to be catered for. It may not be possible to cater for these needs using organized established systems as more people are gaining access to ICTs. This could be done with the agreement of school administrators and the Ministry of Education. Partnering with NGOs and private institutions would enable language teachers have free access to high quality courses designed for independent study and receive teacher support through a global network of volunteers and peer-support (<http://wikieducator.org/OER> <http://wikieducator.org/File:OERupdf>). This initiative will enable language teachers learn the use of ICTs with interest and acquire necessary skills for best practices on the use of ICTs for instructional delivery. For instance, using the SchoolNet Nigeria Project.

The SchoolNet Nigeria project is an example of private sector initiative. SchoolNet Nigeria is a non-profit organization created to address the use of ICT in Nigerian secondary schools with the support of several government ministries. It is a public-sector initiative driven towards mobilizing Nigeria's human and financial resources for the purpose of ICTs use in delivering instructions. SchoolNet creates learning communities of educators and learners to use ICT to enhance education by:

- Implementing, supporting and coordinating ICT development projects in education;
- Providing and supporting lower cost, scalable technology solutions and internet for schools;
- Providing support mechanisms for schools for technical infrastructure and connectivity.

SchoolNet Nigeria has, in collaboration with the mobile phone operator MTN, established ICT laboratories/cybercafés for four schools in four states in each of a four-phase project. Similarly, SchoolNet Nigeria, in collaboration with the computer company BusyNet, is setting up ICT laboratories/cybercafés in four schools in 12 states.

This initiative is applauded, but not enough to yield the dividends needed to boost language teachers' capacity building for ICTs skills development. The spread is far too narrow for an ever-growing population to meet language teachers' skill demands. Spreading this project in the 36 States of the Federation would foster greater cohesion among chemistry teachers.

#### **Conclusion**

There are numerous benefits of organizing capacity building workshops for language teachers for ICTs skill development. This will solve many challenges of underachievement among language students. Through established institutional frameworks this could be achievable in the shortest possible time with the collaboration of all schools, educational institutions, NGOs and private institutions.

## References

- Abimbola, I. O. (2015). *Learning how to learn for perfect understanding*. Ilorin: Bamitex Printing and Publishing.
- Acholonu, V. N., Opara, I. M. and Dimson, J. N. (2015). Evaluation of Psychomotor Learning Outcomes: What it is and ought to be? *Journal of Science Teachers Association of Nigeria*, 50(1), 141-150.
- Afaor, N., Agishi, S. K., Ada, N. A., and Abuul, T. A. (2019). *Technology, the teacher and the classroom*. Makurdi. DNA Traces Empire limited.
- Adeoye, b. f. (2014). Recent developments in technology utilization in teaching and learning in Iwovi. U. M.O. (ed)., *seeking total quality in schools: a book of reading in honour of prof. T.D baiyelo*. Lagos: formaost educational limited services Ltd.
- Anyawu, (2017). The indispensable role of English language in sustenance development, the Nigerian case *International Journal of Language, Literature and Gender studies*, bush-dev- Ethiopia, 6(2).
- Bhalla, J. (2013). Computer use by school teachers in teaching-teacher learning process. *Journal of Education and Training students*, 1(2), 74-184.
- Broadley, T., Downie, J. and Gibson, D. (2015). *Evolving Learning Paradigms: Re-setting the baselines and collection methods of Information and Communication technology in Education Statistics*. Montreal: UNESCO Institute for Statistics.
- Du Toit, J. (2015). Teacher training and Usage of ICT in Education: New Directions for the UIS Global Data collection in the Post-2015 context.
- [www.uis.unesco.org/statisticalcapacitybuilding/workshopdocuments/communicationworkshopdopx/Paris2014/ICT-teachertraining-use\\_EN.pdf](http://www.uis.unesco.org/statisticalcapacitybuilding/workshopdocuments/communicationworkshopdopx/Paris2014/ICT-teachertraining-use_EN.pdf).
- Etiubon, R. U. (2011). Employing Technological Resources to enhance Students' Performance in Chemistry. *Journal of Education*, 4(1), 230-240.
- European Commission (2013). *Survey of Schools ICT in Education. Benchmarking Access, Use and Attitudes to Technology in Europe's Schools*. Belgium: European Commission.
- Etiubon, U. R.(2017).The role of Information Communication Technology-ICTs in promoting capacity building and skills development of chemistry teachers in Joshua, T. M., Asuguo, N. P. and Petters, S. J. (2017). *Education for Careers in the 21<sup>st</sup> Century: A festschrift in honour of professor, Daniel, I. Denga*.
- Federal Government of Nigeria (2014). *National Policy on Education*. Lagos. NERDC.
- Federal Republic of Nigeria (2001). *National Information Technology Policy*. Federal Ministry of Science and Technology, Abuja.
- Fareo, D. O. (2013). Professional Development of Teachers in Africa: A case study of Nigeria. *The African Symposium*, 67 13(1), 116-124.
- Iweh, J. P., Okorie, U. and Imeh, U. A. (2012). Teachers' productivity and utilization of ICTs in Nigerian schools. *Journal of Educational Media and Technology*, 16(2), 41-43.
- Lapite, A. O. and Adeniyi, M. A. (2015). Counseling through the web: counsellor's perspective and usage. In *issues in the Helping profession for Nigeria Counselling/Counselling Association of Nigeria (CASSON)*.
- Le-Mamer, A. (2013). A view from the flit side: 'Invented classroom' to enhance the legal information literacy of L. L. M. Students. *Law Library Journal*, 105(4), 461-491.
- Longe, H.O.D. (2010). ICT in the teaching and learning of STM Being 14th Annual lecture of the Udogie Ivowi Foundation held on Wednesday 8<sup>th</sup> December 2010 at NERDC Hostel and Conference Centre, Agidingbi, Ikeja, Lagos.
- Mishra, R. C., Promila, S. and Harish, B. (2007). *Modern method of Teaching: International Encyclopedia of Education*. India: APH Publishing Corporation.

- Muhammad, B. A. (2014). Impact of conceptual instructional method on students' academic Achievement in practical chemistry among school students in Zaria, Educational Zone, Kaduna State, Nigeria. *Bayero Journal of Education in Africa*, (391), 122-129.
- National University Commission (NUC, 2010). Annual Report Book, Abuja.
- Nneji, L. and Otaru, B. M. (2016). Teachers' Training Effectiveness on the use of Information and Communication Technology for Pre-Primary Education in Nigeria Zephirus Chidubem Njoku (Ed.). 57th Annual Conference Proceedings of the Science Teachers Association of Nigeria, p. 544-552.
- Njoku, Z. C. (2007). Comparison of Students' Achievement in the three categories of Questions in Senior School Certificate Practical Chemistry Examination. *Journal of Science Teachers Association of Nigeria*, 42(1 & 2), 17-25.
- Obilo, I. P. and Ibebuike, P. (2015). Challenges of Teaching with ICT in Tertiary Institutions in Nigeria. Studies in Education. *Journal of the Faculty of Education*, Ambrose Alli University, Ekpoma. Retrieved from foaaau.com/?=733.on 12-10-2016.
- Omoniyi, T. and Quadri, A. J. (2013). Perceived Competence of Nigerian Secondary School Teachers in the use of Information and Communication Technology, University of Ibadan, Ibadan.
- Oji, E. W. (2016). Achieving Community Development Efforts: The elites involvement in ICT Era. *Journal of Educational Technology and Media*, 20(1), 89-96.
- Okafor, G. A. (2016). Boosting the learning of Information Communication Technology Skills through in-service and pre-service teacher education in Nigerian Universities. *Journal of Educational Media and Technology*, 20(1), 79-88.
- Okonkwo, C. A. (2015). Good assessment practices vis-a'-vis quality of teacher education for efficient teacher development in the 21<sup>st</sup> Century. A paper presented at the 6<sup>th</sup> Annual International Conference of Collaboration of Educational Faculties in West Africa.
- Olatoye, R. A., Akintunde, S. O. and Ogunsanya, E. A. (2010). Relationship between creativity and Academic Achievement of Business Administration Students in South Western Polytechnics. *African Research Review*, 4(3a), 134-149.
- Romanenko, V. and Nikitina, G. (2015). Mastering Creative Skills in Teaching: Changes in Traditional Curriculum on Tertiary Level. *AASCIT Journal of Education*, 1(4), 63-70.
- Salau, M. O. and Adebayo, T. D. (2010). Constraints to effective Implementation of the Computer Studies Curricula at the Universal Basic Education Level in the Federal Capital Territory, Abuja. *Journal of Curriculum Studies*, 17(1), 154-165.
- Sherehu, A. I. (2012). Information and Communication Technology Manual for Retraining Primary School Teachers. Millennium Development Goals (MDGs) Programme, Kaduna, Nigeria: National Teachers' Institute.
- United Nations Education and Cultural Organization UNESCO-UIS (2009). Information and Communication Technology in Schools. A Handbook for Teachers on how ICT can create new open learning Environment. Telephone: +2348027068894.
- Ivowi, U. M. O. (2011). Teach if you are prepare to teach, perspective on education and science teaching.( from the eyes of Uduogie), Lagos. Foremost educational service Ltd, second edition, paper 50, pages. 475-487.
- Olaoye, A.A. (2013). Towards vision 20-20-20: the role of language and literature in national development. Theory and practice in language studies, 3(5), 748-753.