

Lecturers' Attitude to and use of Information and Communication Technology (ICT) in Arabic Language Classrooms in Colleges of Education in Oyo State

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Abstract

This study investigated lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classrooms in Colleges of Education in Oyo State. The study adopted the survey research design. Four colleges of education were randomly selected in Oyo State. Simple random sampling technique was used to select ten lecturers from each college of education making a total of 40 lecturers of Arabic who participated in the study. Two research instruments were used for data collection: Questionnaire on Arabic Lecturers' Attitude to Information and Communication Technology in Arabic Classroom ($r=0.76$) and Questionnaire on Arabic Lecturers' Use of Information and Communication Technology in Arabic Language Classroom ($r=0.78$). Data collected were analysed using descriptive statistics. Findings of the study revealed that attitude of lecturers to the use of ICT in teaching of Arabic was positive and the extent to which lecturers utilise ICT was low (mean=2.32, threshold=2.52) and lecturers' use of ICT in teaching Arabic. Based on these findings, it is recommended that lecturers in colleges of education should be trained on how they can use ICT facilities to teach Arabic because it has great influence on students' learning. Government should provide ICT facilities that will make teaching and learning of Arabic language to be easy in colleges of education.

Keywords: Lecturers' attitude, Utilisation, ICT, Arabic language

Introduction

The Arabic language occupies a position of great importance in the life of native and non-native speakers who seek to learn it as a result of its connection and relationship to the Holy Qur'an and its being the medium of five daily prayer. With the world being a global market, non-Muslims at a point or the other have also sought to learn Arabic to achieve some level of social, economic and political purposes. Thus, in Nigeria, people exact considerable efforts to disseminate the knowledge of the language by establishing schools, institutions and specialized departments for the study of Arabic language.

Arabic is not typically used as a language of communication in Nigeria or in any spheres of life. Religion and specifically, the Islamic faith provides the major context in which Arabic is immensely powerful and used. This, as it is the language of Islamic devotion, used by several millions of Nigerian Muslims. It is no surprise then, when it is only regarded as a twin of Islamic studies and hence learnt by only Muslims. The Arabic language is learnt in two different contexts: the private- Muslim owned and administered institutions, and the public owned and runned

academies of learning (Badri-Ali, 2019).

In spite of the importance attached to Arabic language, students' performance in the language is still very poor Logan (2001) observes that non-adoption of Information Communication Technology by educators and learners is responsible for the failure of learners to achieve the desired learning outcomes. Efforts to address the problem of students' poor performance in Arabic language have made researchers and scholars in education to advocate the use of Information Communication Technology to improve competence and pedagogical skills for teaching and learning to be improved (Anaekwe, 2003; Ajagbe, 2009). Scholars have carried out research on computer application and use of ICT for teaching and learning (Arosalafe, 2000), lecturer and student related factors and intervention studies. All these studies came up with good insights to teaching and learning of Arabic language but with little emphasis on lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classroom.

ICT is a term that covers all forms of computer and communication equipment and software used

to create, store, transmit, interpret and manipulate information in its various formats (UQ, 2002). Information and Communication Technologies (ICT) refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the internet, wireless networks, cellphones and other communication media. Arosalafe (2000) defines ICT as information and communication technologies which are the computing and communication facilities and features that support teaching/learning and a range of activities in education.

Harlow (2003) defines Information Technology as the study or use of electronic processes for gathering and storage of information and making it available using computers. It is a blend gradually stretching the traditional way of teaching and learning and it is used for communication in classroom activities. Kosakowski (1999) sees ICT as the application of technology to advance skills which allow students to have more control over their learning. They now think analytically and adopt constructivist approach in some issues. This enables them to collaborate efforts to the point of assisting the teacher's instruction delivery. ICT is seen as a broad-based technology that helps to support wide spread of information.

Abolade and Yusuf (2005) quoted by Ajayi (2007) sees Information and Communication Technologies as essential tools in any educational system. They have potentials of being used to meet the learning needs of individual students, promote equality of educational opportunities, offer high quality learning material, increase self-efficiency and independence of learning among students and improve professional development. Apart from information given by the teachers in the class, students on their own can discover a lot of things through ICT facilities. This will go a long way to promote independent learning.

Edward (1998) says that introduction of Information and Communication Technology (ICT) in education is a central matter in ensuring quality in Education. Information and Communication Technology creates a unique electronic communication system through which both teachers and students have enlarged share of

cognitive set by which they all know what each other is thinking. Edward identifies two major reasons for the introduction of Information and Communication Technology in teaching. The first reason is that students must be familiar with the use of Information Technology since all jobs in the society in future will depend on it and secondly teachers must use Information Technology in teaching in order to improve its quality and make it more effective.

Badri-Ali (2019) highlighted different ways by which technology can be used to teach Arabic as to help to develop the techniques of assimilation, word processing and reading speed, to encourage writing through the use of word processing programs which will give learners freedom to address such instant corrections, spelling checks and transactions, to teach listening through the identification of specific audio signals and ends with the absorption of what was heard, like audio and video system.

In spite of the potentials of these technological tools, there is a big distance between availability and utilisations by many teachers. Lecturers have to be properly exposed to ICT and become confident and willing users of the technology before they can use them. Albion and Ertmer (2002) suggest that the duration of exposure of educators to ICT is crucial in alleviating the skills and anxiety level. Albion and Ertmer argued that short term exposure to technology would be inadequate in equipping teachers with the necessary skills and knowledge for confident and masterful use of ICT. Educational planners should take heed of their findings. Brown and Warschauer (2006) note that educators perform better in using ICT when they were well-grounded in the technology through workshops and training sessions that are of substantial duration.

There are many factors that hinder the full utilisation of ICT facilities in Nigerian schools. Some of these factors are limited supply of ICT equipment to schools, underutilisation of ICT resources where they are available. Underutilisation is born out of a number of barriers; lack of ICT support personnel, intermittent internet condition, absence of ICT-related projects, lack of lecturers' training programmes in ICT use and the nature of the curriculum are identified as some of the

overarching impediments to ICT use. (Adomi, 2012). The contemporary traditional lecturers tend to be pessimistic in their perception and attitude towards change (Lawal, 2006).

Ochonogor (2003) notes that an attitude may be thought as an expression of a person's values which results from the influence of the environment, past and present acting upon the personality of an individual. This appears to prove that attitude of individual is learned and somewhat emotional pictures of his personality. Attitude can be measured by carefully accepting or rejecting opinions. It is the way of feeling, thinking or behaving towards something or event or a situation. Attitude is expressible in words or action which depicts one's positive or negative reaction towards something or A given situation (Mkpa, 2001). Obodo (2002) views attitude as a system of positive or negative evaluation of emotional feelings. Harbour-Peters (2005) asserts that attitude is a state that influences and modifies the individual choice of personal action. Attitude is very important in life because it determines the direction of activities (Ajzen, 2005).

The use of ICT in education has started to appeal the potential and significant progress in language learning. The impact of ICT on language teaching and learning has been acknowledged globally such that the integration of ICT in language learning has become indispensable in today's teaching learning environment. The Economic Commission for Africa has indicated that the ability to access and use information is no longer a luxury, but a necessity for development. Unfortunately, many developing countries especially in Africa are still low in ICT application and use (Onasanya, Shehu Ogunlade and Afuye, 2011).

Many studies have shown that lecturers' attitude are strong determinants of students' learning outcomes in courses such as English language, Mathematics and Economics but to the best knowledge of the researcher, it has not been significantly linked to the use of Information and Communication Technology at Colleges of Education especially in Oyo State. Therefore, this study investigated lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classrooms in Colleges of Education in Oyo State.

Statement of the Problem

Arabic is not typically used as a language of communication in Nigeria or in any spheres of life. Religion and specifically, the Islamic faith provides the major context in which Arabic is immensely powerful and used. In spite of the importance attached to Arabic, students' performance in the language is still very poor. As a way of addressing this problem, language experts and scholars in education have advocated the use of Information Communication Technology to improve teachers' competence and pedagogical skills to improve its teaching. All these studies came up with good contributions to the teaching and learning of Arabic language especially in colleges of education, but with less emphasis on lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classroom. Therefore, this study investigated lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classrooms in Colleges of Education in Oyo State

Research Question

The following questions were answered:

1. What is the attitude of lecturers to the use of ICT in teaching Arabic language?
2. To what extent do lecturers utilise ICT in teaching Arabic language?

Significance of the Study

This study revealed lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classrooms in Colleges of Education in Oyo State. Through the findings of this study, educational stakeholders would be guided on identifying and working on factors that could enhance effective teaching of Arabic language in Colleges of Education. Also, the study would add to the pool of research on improving students' learning outcomes in Arabic language through the use of Information and Communication Technology.

Methodology

The study adopted the survey research design. Four colleges of education were randomly selected in Oyo State. Simple random sampling technique was used to select ten lecturers from each College

of Education making a total of 40 lecturers of Arabic. Forty lecturers participated in the study. Two research instruments were used for data collection: Questionnaire on Arabic Lecturers' Attitude to Information and Communication Technology in Arabic Language Classroom ($r=0.76$) and Questionnaire on Arabic Lecturers' Use of Information and Communication

Technology in Arabic Language Classroom ($r=0.78$). Data collected were analysed using descriptive statistics of percentage, frequency count, mean and standard deviation.

Research Question One: What is the attitude of lecturers to the use of ICT in the teaching of Arabic language?

Table 1: The attitude of lecturers to the use of ICT in the teaching of Arabic Language

S/N	Items	SA	A	D	SD	Mean	St. D.
1	I find the use of Information Communication Technology important for students' performance in Arabic language	24 (60%)	14 (35%)	2 (5%)	-	3.55	.597
2	The use of Information Communication Technology improves students' performance in Arabic language	14 (35%)	25 (62.5%)	1 (2.5%)	-	3.32	.525
3	Information Communication Technology in classroom makes students to read Arabic textbooks	17 (42.5%)	19 (47.5%)	2 (5%)	2 (5%)	3.27	.784
4	I dislike the use of Information Communication Technology in Arabic language classroom because it makes students to be lazy.	16 (40%)	5 (12.5%)	7 (17.5%)	12 (30%)	2.62	1.294
5	I like the use of Information Communication Technology because it increase students' readiness to learn Arabic language	14 (35%)	24 (60%)	-	2 (5%)	3.25	.707
6	I hate the use of Information Communication Technology because it is difficult to use it in teaching Arabic language	31 (77.5%)	8 (20%)	-	1 (2.5%)	3.72	.598
7	I don't like the use of Information Communication Technology in Arabic language instruction because it does not make students to be ready to learn	25 (62.5%)	10 (25%)	3 (7.5%)	2 (5%)	3.45	.845
8	I only use Information Communication Technology to teach Arabic language for students to pass examinations.	11 (27.5%)	22 (55%)	3 (7.5%)	4 (10%)	3.00	.877
9	Using Information Communication Technology to teach Arabic language can be a boring activity	18 (45%)	15 (37.5%)	5 (12.5%)	2 (5%)	3.22	.861
10	I like the use of Information Communication Technology in teaching Arabic language because it improves students' performance.	30 (75%)	2 (5%)	4 (10%)	4 (10%)	3.45	1.03
11	I dislike the use of Information Communication Technology in Arabic language classroom because there is no good reason for using it to teach the language.	24 (60%)	10 (25%)	5 (12.5%)	1 (2.5%)	3.42	.812

12	Information Communication Technology is not easy to teach Arabic language	15 (37.5%)	16 (40%)	6 (15%)	3 (7.5%)	3.07	.916
13	The use of Information Communication Technology in Arabic language classroom makes student to like the language.	11 (27.5%)	22 (55%)	4 (10%)	3 (7.5%)	3.02	.831
14	There is no conducive environment to use Information Communication Technology to teach Arabic language	27 (67.5%)	9 (22.5%)	1 (2.5%)	3 (7.5%)	3.50	.877
15	I find Information Communication Technology beneficial to the teaching and learning of Arabic language.	11 (27.5%)	26 (65%)	1 (2.5%)	2 (5%)	3.15	.699

Table 2 shows the attitude of lecturers to the use of ICT in the teaching of Arabic language, as revealed by the descriptive analysis of the responses of the respondents to the set items. It shows the weighted

mean of 3.27 against the threshold of 2.50 which implies that attitude of lecturers to the use of ICT in the teaching of Arabic language was positive.

Research Question Two: To what extent do lecturers utilise ICT in teaching Arabic language?

Table 2: Lecturers' utilisation of ICT in teaching Arabic language

S/N	Items	Always	Sometimes	Rarely	Never	Mean	St. D.
1	I make use of Information Communication Technology in my Arabic language classroom	4 (10%)	10 (25%)	14 (35%)	12 (30%)	2.15	.975
2	I can use Information Communication Technology to teach Arabic language	5 (12.5%)	8 (20%)	19 (47.5%)	8 (20%)	2.25	.926
3	I use Information Communication Technology to make students read Arabic online textbooks	2 (5%)	5 (12.5%)	20 (50%)	13 (32.5%)	1.90	.810
4	I use Information Communication Technology to improve my students' speaking competence in Arabic language.	1 (2.5%)	5 (12.5%)	14 (35%)	20 (50%)	1.67	.797
5	I use Information Communication Technology to increase my students' readiness to learn Arabic language	10 (25%)	8 (20%)	13 (32.5%)	9 (22.5%)	2.47	1.109
6	I enjoy using Information Communication Technology to teach Arabic language	7 (17.5%)	9 (22.5%)	15 (37.5%)	9 (22.5%)	2.35	1.026
7	I use Information Communication Technology to make my students learn Arabic language very fast	6 (15%)	7 (17.5%)	19 (47.5%)	8 (20%)	2.27	.960
8	I use Information Communication Technology to teach Arabic language for my students to pass examinations	3 (7.5%)	5 (12.5%)	21 (52.5%)	11 (27.5%)	2.00	.847
9	I make a lot of mistake when using Information Communication Technology to teach Arabic language.	11 (27.5%)	20 (50%)	7 (17.5%)	2 (5%)	3.00	.816
10	I find using Information Communication Technology is not easy to teach Arabic language.	19 (47.5%)	14 (35%)	5 (12.5%)	2 (5%)	3.25	.869
Standard Mean = 2.50; Weighted Mean= 2.33							

Table 2 shows the extent to which teachers utilise ICT in teaching Arabic language, as revealed by the descriptive analysis of the responses of the respondents to the set items. The result indicates the weighted mean of 2.33 against the threshold of 2.50 implies that the extent to which lecturers utilise ICT in teaching Arabic language was low.

Discussion of Findings

This study revealed that attitude of lecturers to the use of ICT in the teaching Arabic language was positive. This finding is similar to the study of Bafunso (2019) who reported that teachers had positive attitude to the use of ICT in teaching. This finding is against the study of Adeniyi (2007) who revealed that teachers had negative attitude towards the use of ICT in teaching English language.

The study revealed that the extent to which lecturers utilise ICT in teaching Arabic language was low. This finding is similar to the study of Bafunso (2019) who reported that the extent to which teachers utilise ICT in teaching English Language was low. This is against the finding of Tinio (2010) who reported that the extent to which teachers utilise ICT in teaching English language was high.

Conclusion

The study has shown that the use of ICT in teaching Arabic language could be enhanced by lecturers' attitude to ICT. Based on the findings, this study has provided a better understanding of lecturers' attitude to and use of Information and Communication Technology (ICT) in Arabic language classrooms in Colleges of Education.

Recommendations

Based on the findings of this study, it is recommended that lecturers of Arabic language in Colleges of Education should be trained on how they can use ICT facilities to teach the language. Curriculum planners should provide instructional designs that are ICT based for teaching of Arabic language. Government should provide ICT facilities that will make teaching and learning of Arabic language easy in Colleges of Education.

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