

Integration of Technology to Facilitate English Learning Outside Classrooms

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Abstract

This research work tends to ascertain the role of technology in integrating the pronunciation of English among students outside the classroom. Higher National Diploma II in Umaru Ali Shinkafi Polytechnic, Sokoto, Nigeria, was selected for the study. Questionnaires were used to gather data from the students. Results were presented using a bar chart (Figure I-X). The results obtained showed that 50% of the population responded that the use of technology in learning English language pronunciation proved very effective, 35% responded that it was effective, and 15% suggested that the method was less effective. Approximately 50% responded, suggesting learners often watch videos or clips related to spoken English, while 40% suggested learners occasionally understand the lyrics of English songs. Researchers urged parents and teachers to encourage students to learn English vocals outside the classroom environment so as to feel free and use technological devices to comprehend the vocals effectively.

Keywords: *English, Learning, Technology, Vocals, Classroom, Introduction*

Abstrak

Penyelidikan ini cenderung untuk memastikan peranan teknologi dalam mengintegrasikan sebutan bahasa Inggeris dalam kalangan pelajar di luar bilik darjah. Diploma II Tinggi Kebangsaan di Politeknik Umaru Ali Shinkafi, Sokoto, Nigeria, telah dipilih untuk kajian ini. Soal selidik digunakan untuk mengumpul data daripada pelajar. Keputusan telah dibentangkan menggunakan carta bar (Rajah I-X). Keputusan yang diperolehi, 50% daripada populasi memberi maklum balas bahawa penggunaan teknologi dalam pembelajaran sebutan bahasa Inggeris terbukti sangat berkesan, 35% memberi maklum balas sebagai berkesan, manakala 15% mencadangkan kaedah tersebut kurang berkesan. Kira-kira 50% menjawab, mencadangkan pelajar sering menonton video atau klip yang berkaitan dengan pertuturan bahasa Inggeris, manakala 40% mencadangkan pelajar sekali-sekala memahami lirik lagu Inggeris. Penyelidik menggesa ibu bapa dan guru untuk menggalakkan pelajar mempelajari vokal bahasa Inggeris di luar persekitaran bilik darjah supaya berasa bebas dan menggunakan peranti teknologi untuk memahami vokal dengan berkesan.

Introduction

Technology has assumed an important role in various aspects of human endeavours, especially for contemporary teenagers. The majority of youngsters learn many aspects outside classrooms, especially when there are applications related to technological devices. They

arouse learners' interests and offer a wide array of avenues to learn English outside the classroom environment to develop their competencies in speaking the language. Moreover, technological devices such as iPads, smartphones, and computers allow them to use English outside classrooms freely and conveniently at the same time. However, even if devices are not accessible, people can watch movies or

listen to music via radio or television. This gives people room to indulge in self-learning that lets them identify their unique learning needs and desires. Thus, considering the importance of learning spoken English outside the classroom environment, Levies (2018) highlights an application called "CAPT" (Computer Assisted Pronunciation Teaching), which helps learners of the English language learn spoken English easily. This study will look at the usage of technology in learning English vocals outside the classroom environment among higher national diploma students of Umaru Ali Shinkafi Polytechnic, Sokoto.

Statement of Problem

It has been peculiar over the years that second language learners find it difficult to speak to native speakers. According to Jacob (2022), learning English as a second language is challenging, especially in African countries like Nigeria, Zambia, Malawi, etc. This problem creates wide disparities in learning spoken English, with the current situation concerning students, teachers, and the masses, who are interested in correct pronunciation in day-to-day usage. So, one needs to develop an effective channel of learning spoken English outside the classroom environment. This study is set to examine and ascertain ground realities and also suggest four possible solutions to the issue.

Objectives of the Research

- i. To establish the importance of using technology in learning English pronunciation outside the classroom
- ii. To ascertain existing differences between technology usage in learning English pronunciation and other ways
- iii. To examine the implications of using technology in learning English pronunciation.

Research Questions

- i. How important is using technology in learning English pronunciation

outside the classroom environment?

- ii. What are the differences between using technology to learn English pronunciation and using other methods?
- iii. What is the implication of using technology in learning English pronunciation?

Literature Review

The advancement of technology has almost exclusively changed the pattern of communication worldwide. These modern changes influence and reshape the system of learning inside and outside classrooms. According to Shyamlee (2012), "The usage and positive effect of multimedia technology on the process of learning is associated with the evolving productivity of the teacher role". Technology offers teaching resources that provide learners with learning experiences and many authentic materials for young learners learning a language (Altun and Hassan, 2022).

Altun and Hassan (2022) conducted research on the topic "The Use of Technology in English Language Teaching". The study revealed that using technology in e-learning domains makes learning activities successful. Likewise, Sargsyan and Kurghinyan (2016) conducted a similar research on the use of English language outside classrooms. The study revealed that most American learners use English outside class very often, especially on social media. Another research study by Waite (2011) claims that learners enjoy outdoor learning activities. Robb and Kano (2013) conducted research on a large-scale experiment in learning language outcomes and found that in terms of language learning outcomes, there was a huge difference between those students who engaged in extensive reading outside the classroom and those who did not.

Yong, Siang, and Muhammad (2021) conducted a study on the related literature, with the result revealing that English as a Second Language (ESL) learners face challenges in learning speaking skills but use social media to learn successfully.

Moreover, Rabi (2022) conducted a similar research. The result of the study revealed that an experimental group taught using WhatsApp performed better than the control group of students who were taught using conventional methods in inferential listening skills. Likewise, Silih and Tian (2018) undertook a study that revealed that the use of technology to learn English outside the classroom develops learning motivation, metacognitive awareness, and self-confidence when it comes to spoken form.

This study is framed on the use of technology in learning English vocals outside the classroom environment. The current research will focus on gaps that failed to be bridged.

Methodology

This study would use survey design as “The survey design seems to be one of the best methods of data collection whenever original data is to be collected from the general population that is too large to handle directly” (Asika 1991: 27).

Population

One hundred (100) students of higher national diploma II in Umaru Ali Shikafi Polytechnic were selected to represent the general population of students from various departments in the school. Simple random sampling was used to select the sample.

Instruments for Data Collection

This research employed a questionnaire to collect data. The questionnaires were structured as simple and direct questions. One hundred and twenty (120) questionnaires were distributed to respondents, and only one hundred (100) were returned successfully. The statistical graphs that were used for this survey were bar graphs that represented the data collected from respondents.

Results of the Data Collected

The data for this study was obtained from questionnaires distributed to respondents:

Figure 1

Figure 1 above suggests that 80% of the respondents are males, while the other 20% are females.

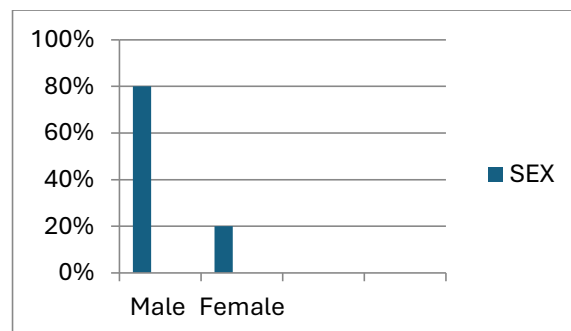
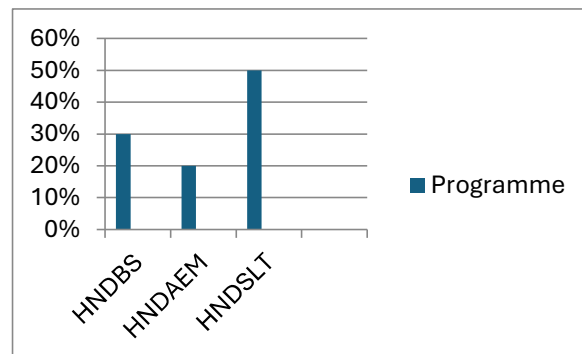


Figure 2

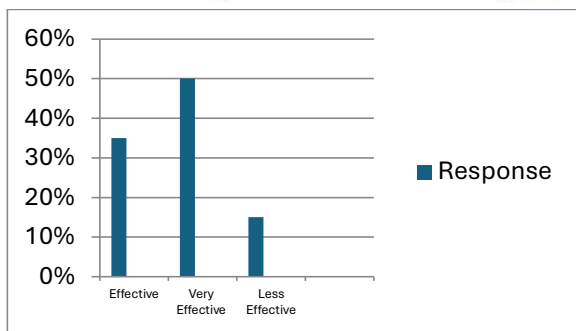
Figure 2 shows that 50% of the sample are students of Higher National Diploma in Science Laboratory Technology (HNDSLTL), 30% are students of Higher National Diploma in Business Studies (HNDBS), and the remaining 20% are Higher National Diploma in Agricultural Extension Management.(HNDAEM) students.



Reason: How effective is the use of technology in learning English vocals?

Figure 3

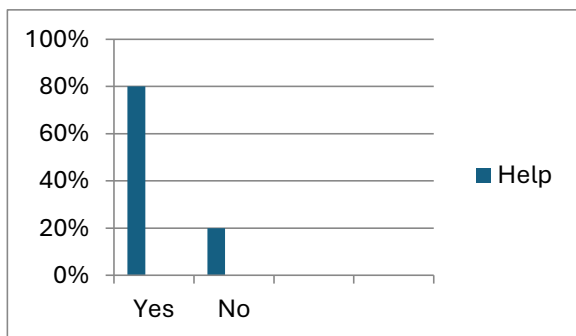
Figure 3 above shows that 50% of the respondents opined that the use of technology in learning the English language is very effective, 35% said it is effective, and 15% opted for the less effective option.



HELP: Does technology help you in learning English vocals?

Figure 4

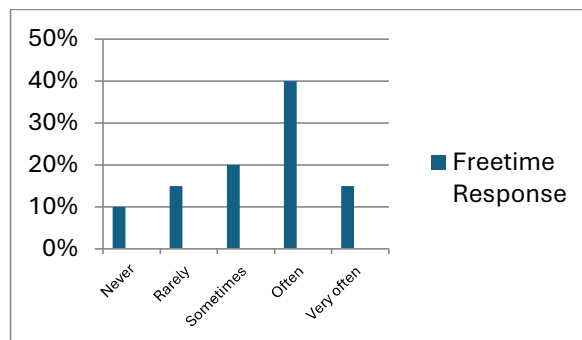
Figure 4 above shows that 80% suggested technology helps in learning the English language (sounds), while the remaining 20% disagreed.



FREETIME: Do learners have free time to utilise technology to learn English sounds (vocals)?

Figure 5

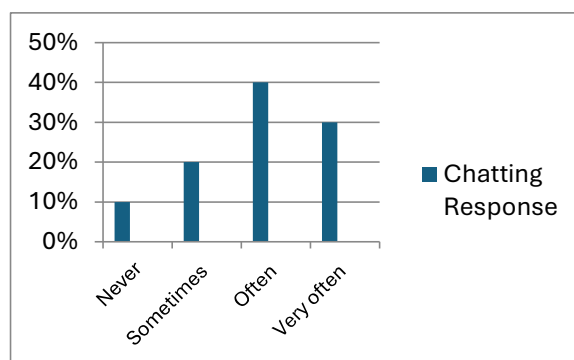
Figure 5 suggests that 40% responded suggesting learners often have free time to use technology, 20% responded that learners sometimes have free time to utilise technology, 15% opined rarely and very often have free time, while 10% responded that learners never have the necessary free time.



CHATTING: Do learners use English while chatting on social media?

Figure 6

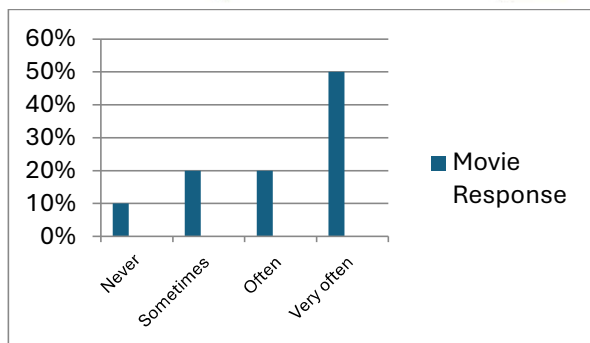
In Figure 6 above, 40% of the sample size responded that learners often use English while chatting on social media, 30% responded that learners use English very often, 20% responded that learners sometimes use English, and 10% suggested learners never use English.



MOVIES: Do learners watch videos or clips on spoken English?

Figure 7

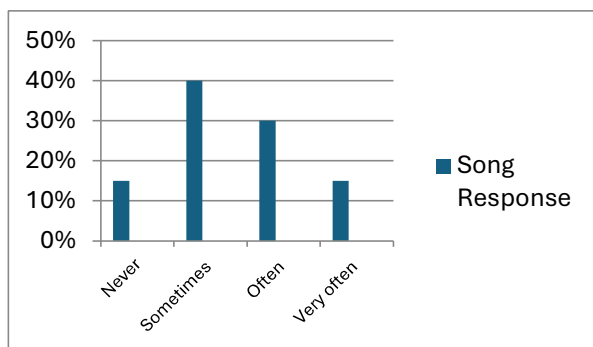
Figure 7 demonstrates 50% of the sample size responded as watching videos or clips on spoken English very often, 20% opting for sometimes and often, while 10% opined as never relying on clips or videos.



SONGS: Do learners understand the lyrics of English songs?

Figure 8

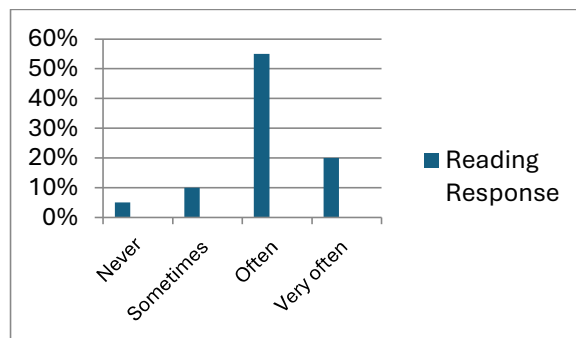
In Figure 8, 40% of the sample size responded that learners sometimes understand lyrics of English songs, 30% opined they often understand, while 15% responded as never and very often understanding English song lyrics.



READING: Do learners read in English?

Figure 9

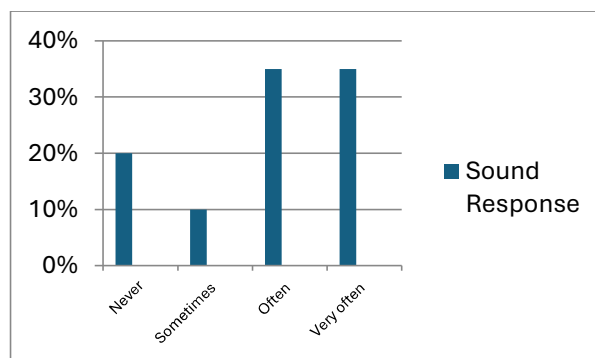
Figure 9 suggests that 55% of learners often read in English, 20% opted for very often, 10% went with sometimes, and 5% responded as learners never read in English.



SOUNDS: Do learners listen to English language vocals?

Figure 10

Figure 10 above suggests that 35% of the sample size often listen to vocals of the English language, 35% opted for very often, 20% as never, and 10% sometimes listened to English language vocals



Conclusion

The aim of this study is to ascertain the effect of the integration of technology to facilitate English learning outside classrooms. Considering the importance of learning English pronunciation in or outside the classroom, the researchers look at another environment in which English pronunciation can be learned effectively without any phobia of speaking it. This research enables the students to think of another alternative channel for learning English pronunciation without much fear and difficulties. Based on the data collected and analysed, researchers concluded that technology has a vital role in learning English pronunciation outside the classroom among higher national diploma

students of Umaru Ali Shinkafi Polytechnic in Sokoto. As we are aware, social media plays an important role in the development of teaching and learning of English pronunciation as well as other forms of English language outside the classroom.

Recommendation

Based on the result of this study, the researchers wish to make the following recommendations:

- There is a need for parents and guidance to allow their children to associate with some activities outside the classroom environment, such as watching English speeches made by educated speakers
 - The government should organise and reorganise seminars and workshops to train both students and teachers on the importance of speaking well in the English language.
 - Students should be given much consideration in order to enable them to speak the English language well outside the classroom environment, which will boost their effort to raise the standard of proficiency in their English speaking.
 - Parents should provide some devices to their children so that they can use them to learn English pronunciation outside the classroom environment.
- 2 Governments and private sectors should recruit qualified English teachers or English native experts who will guide students in learning how to speak good pronunciations to avoid using selfish interests in recruiting English teachers at the learning level.

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