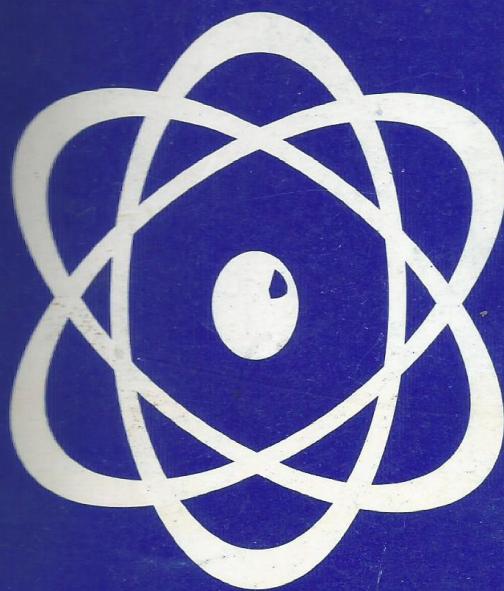


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Aims

ELTT is a bi-annual journal devoted to the publication of articles, research reports and reviews on English Language Teaching for those involved in the teaching of English as a Second Language. It aims to:

- Provide a forum of exchange of ideas and experiences for teachers of English.
- Encourage teachers and researchers, publishers and writers to work together to develop teaching procedure, ideas and materials for the advancement of *ELTT*.
- Promote and support research in the areas of English for Academic/Special Purposes.

Although *ELTT* welcomes contributions in all areas of English Language research, greater emphasis will be given to papers with strong practical classroom experience and application. Such areas may cover Needs Analysis, Course Design, Methodology, Testing, Materials Development, Programme Management, Teacher Training, and Evaluation.

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If you wish to make a submission to *ELTT*, please note the following:

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2. Send 2 copies of the article. The article can be returned to you only if you enclose sufficient postage.
3. Use MLA style for your referencing.
4. Your article should be preceded by an abstract of not more than 200 words. On the first page, detachable from the manuscript, please type the title of the paper, your name and mailing address.
5. Book reviews of relevant and recent publications are also welcome.
6. The editors will assume that any article submitted to *ELTT* has neither been published nor is being considered for publication elsewhere.
7. Publication fees will be stipulated in the letter of acceptance, after review.
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Editorial

This issue of *ELTT* is mostly a collection of the keynote paper, lead papers and eight other papers presented during the 2011 NATRESL Annual Conference held at the Federal University of Agriculture, Abeokuta, Ogun State. In addition are three papers submitted for publication in the journal.

The Volume begins with the keynote paper by Prof I. A. Olaofe titled *Teacher Resourcefulness in Under-Resource English Language Teaching-Learning Environments*. This is followed by the powerpoint presentation of the lead paper by Prof E. N. Emenanjo titled *Enthroning Literacy in the Teaching and Learning of English in the 21st Century*.

The rest of the Journal has been arranged according to their subject areas. P. A. Aborisode and F. O. Olubode-Sawe's paper, not presented at the Conference, writes about the developments in language teaching philosophy with specific emphasis on teachers' competences in a knowledge age. The paper draws on the experience of a team of EAP teachers at the Federal University of Technology, Akure and the route map to an ICT-supported programme as good practice. Some evidence of impact of this practice on students' engagement is provided as an example of the possibilities for teachers and institutions in low-resource environments.

Samson Olusola Olatunji, writing on the use of Internet by Nigerian undergraduates tries to determine how judiciously the Nigeria pre-service English teachers use the Internet, especially for their career development.

Both R. R. Aduradola and H. A. Bodunde describe their attempt to x-ray the use of electronic media, in the era of Information Communication Technology (ICT), in facilitating the teaching and learning of English Language in a second language classroom. They found the resource to be a great engineer towards the success of both teaching and learning. Poor electricity supply, laissez-faire attitude and ineffective time management were challenges to the success of the use of resources.

Examining the perceptions of successful candidates in the Online Automated Qualifying Test organised by the Federal University of Technology, Akure as part of her Post-Unified University Matriculation Examination screening process, Fúnmí O. Olúbódé-Sàwé concludes that there seems to be some level of test-taker dissatisfaction, not on account of the test mode but because the tests did not seem to be equivalent.

Augustine O. Evue's paper examines the problem of comprehension among ND1 students of Mass Communication at the Delta State Polytechnic Ogwashi-Uku Delta State Nigeria. This study wonders whether comprehension is a major problem among students in their ability or inability to be proficient in the use of English. Findings from the study show that students are poor in comprehension and this could be attributed to why a majority of them perform poorly in English language.

Although literature suggests that there are two main groups of writers – holistic and serialist writers, it appears that only one group – serialists – is being catered for in most of our English composition classes in second language learning environment in Nigeria. Based on this assumption, Abolaji S. Mustapha's paper seeks to confirm the validity or otherwise of this assumption and investigates the causes of the neglect of holistic learners.

Clara Vande-Guma's paper examines the various methods and approaches to language teaching in the light of the import of Hymes' (1971) communicative competence, Leech's Communicative grammar on language education, and advocates for the need for teachers of ESL to adopt the situational approach to teaching ESL in order to strike a balance between instilling the mastery of rules and ability to communicate appropriately in ESL learners.

Still on Communicative Competence, Judith A. Mgbemena and Rosecolette Ewurum's paper, also not presented at the Conference, assesses the competency level of Nigerian undergraduate in utilizing English to achieve written communication, especially on subjects of national and global concerns. From their study, it is evident that a significant number of Nigerian students have not acquired the basic competences in writing. Equally, their lexical choices reflect that they do not have adequate English vocabulary in the subject areas they were trying to discuss.

While some linguists opined that knowledge and competence in a bilingual's first language contributes to effective second language learning, others hold that the opposite is the case thus favouring monolingualism. Motivated by the opposing views on the role of bilingualism in second language learning, Abolaji S. Mustapha and Bola Ajani's paper confirms the position that bilingualism plays supportive role in second language learning, especially in second language situation. Consequently, they suggest that learners' first language should be valued, promoted and used as a supportive factor in a healthy additive bilingual situation.

Alexandra Uzoaku Esimaje's paper spotlights the present day second language learner of English in Nigeria. She raises awareness on the need for a continuous remediating effort on the part of teachers and education administrators to curtail the downward spiralling of academic achievement in the country. She then recommends the construction of a nationwide corpus of learner English as sine qua non to a more result oriented SLA and to a more productive education in the country.

We end with a backlog article from previously accepted papers, Pat Ayebola's paper on the importance of the reading of fiction by ESL science students. It highlighted the major constraints students encounter in the attempt to read fiction and proposed useful teaching methodologies lecturers can employ in stimulating students' interest in fiction in and out of class.

Let's keep reading and reflecting on the issues raised!

Editorial Collective

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Analysis of Nigerian Pre-Service English Language Teachers' Internet Use Habits

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Abstract

The use of the Internet by Nigerian undergraduates is obviously ever-increasing. This study, taking a cue from the common assertion from research and extant literature that the Internet is an amazing resource for language learning, seeks to determine how judiciously the Nigeria pre-service English teachers use the Internet, especially for their career development. This is deemed necessary because the population that the pre-service teachers are being prepared for have records of consistently poor performance in English language examinations, thus being in obvious dire need of teachers that can exploit all potential language learning resources for result-oriented teaching endeavours. This survey was carried out to get empirically valid data on how frequently they access the Internet, how long they stay online at each contact, and how much of such time is devoted to Internet materials that could enhance their language teaching proficiencies in terms of subject-matter mastery and knowledge of pedagogy. Responses of one hundred and ten pre-service English teachers to a self-constructed and validated nineteen-item questionnaire were the data for the study. Frequency counts, percentages and a bar chart were employed in analyzing the data. The findings reveal that 88.5% of the respondents are Internet-literate, a good number of them do not access the Internet frequently enough and do not stay long online. Search for online journals and materials for school assignments rank fifth of the pre-service teachers' eight Internet activities.

Key words: Internet, pre-service teachers, language learning resource, internet access, private universities, public universities

Introduction

The status and roles of the English Language in Nigeria is overwhelming. It is, in actual practice, the only official language, the language of Nigeria's judicial, political, economic, religious, social, educational, inter-personal as well as international relations (Adeniran, 1980; Okedara, 1997; Adetugbo, 1997; Oluga, Adewusi, Babalola and Ojediran, 1999; FME, 2004; Kolawole and Olatunji, 2006; Osisanwo, 2005). It is obvious that anyone who wishes to be truly functional at the global level needs a good command of the most widely used language of the world (Grandlin, n.d.; Adeseye, 2006; Osisanwo, 2005).

Mass failure in English Language by candidates in the senior secondary school certificate examination in Nigeria has, however, become endemic in spite of the emphasis placed on its teaching and learning (Ayodele, 2006; Kolawole and Olatunji, 2006). This has become a source of serious concern to many stakeholders in the education enterprise. Among the several causes identified for students' poor performance are some teacher factors, of which non-utilisation of language learning technologies is one.

The Internet as a Language Learning Resource

Information and communication technologies have been widely acknowledged by authors and researchers as invaluable resources for language teaching and learning (Taff, 1997; Furlong, O'Byrne and O'Connel, 2003; Ogenyi, 2006; Idiagbon, 2006; Bang and Dalsgaard, 2006; Kees, 2007; Biesembach-Lucas, 2007; Balanskat, Blamire and Kefalla, 2007). The Internet, also known as the Net, has been described as one of the most profound technological innovations of this age, the most robust communication technology that facilitates data transfer (Netlingo; n.d.) without

which education cannot keep abreast of the latest developments and requirements in the world (El-Rufai, 2007; Tabe, 2007). According to Cobb, Greaves and Horst (n.d.), the Internet has put an end to the problem of "too little to read". Lai (2004) gives a personal testimony of using the Internet facility called e-mail in creating real life situation to teach language topics successfully. Biesembach-Lucas (2007) buttresses this claim.

The Internet can be used by English for special purposes students to become immersed in subject-matters as they focus on contents and perform tasks related to their discipline (Marco and Pueyo, 2006). The fact that the Internet is dominated by English language (Talk-Sup, n.d; Flynn 2000) should also make it a good English language development environment. Lewin (2009) reports that a statistically significant difference was found in favour of the learning outcomes of students who engaged in online learning as against those who took the same course through traditional face-to-face instruction in a quasi experimental study conducted by Arizona State University.

Considering the foregoing as well as a lot other research reports in favour of the Internet as a formidable language learning tool, it could be safely concluded that adequate and appropriate utilization of the benefits of this facility would make pre-service English language teachers better equipped for greater positive impact on the job. The conclusion could also be extended that those already in the service in the nation's secondary schools would have been getting better results in the learning outcomes of their students, had they been exploiting online resources.

Problem of the Study

The problem of mass failure in English language examination by Nigerian secondary school students demands thorough investigation into the training periods of those who teach at that level of education. The study, therefore, seeks to assess how well the English language teachers-in-training have developed the habit of exploring and exploiting the vast resources of the Internet to enhance their subject-matter mastery and knowledge of the latest developments in the pedagogy of language teaching-learning. This is to solve the problem of mass failure in English language examinations by those to be taught by the pre-service teachers in the long run.

Methodology

Design

The study adopted the survey design of the ex post facto type to investigate the Internet use habits of those who are being prepared to salvage the situation of poor performance of students in English language in Nigerian secondary schools.

Subject

For the purpose of the study, two private and two public universities were randomly selected. Thirty (30) four hundred level (finalist) pre-service English language teachers were randomly selected from each of the two public universities while twenty-five (25) were selected from the private ones. A total of one hundred and ten (110) subjects were thus used for the study. More respondents were drawn from public universities because they have a larger population of students in their teacher preparation faculties.

Instrument

A nineteen-item self-constructed questionnaire titled Pre-Service English Language Teachers' Internet Use Questionnaire (PSELTUQ) was trial-tested on thirty pre-service English language teachers in a university outside the study sample. Section A of the questionnaire contained three items that sought demographic information about each respondent. Section B was constituted by sixteen items that requested information about each respondent's browsing ability, preferences and access to the Internet. A Cronbach alpha 0.85 was got from the validation exercise. One hundred and ten (110) copies of the questionnaire were personally administered by the researcher to the sampled respondents in the respective universities. One hundred and four (104) copies were found valid for use.

Data Analysis

The collected data were analysed with the descriptive statistics of frequency counts and percentage scores.

Table 1: Demographic Data of the Respondents

School type	Males	Females	Total
Private Universities	13	33	46
Public Universities	21	37	58
Total	34	70	104

Table 1 shows that 13 males and 33 females, making 46 respondents were from private universities. Those from public universities were 21 males and 37 females. This means that 34 of the total sample were males while 70 were females, thus confirming the traditional belief that teaching is predominantly a females' world.

Research Question 1: What proportion of the pre-service English language teachers are Internet-literate?

Table 2: Frequency Distribution of Pre-Service English Language Teachers by Internet Literacy

Category	Frequency
Internet-Literate	92 (88.5%)
Non-Internet-Literate	12 (11.5%)
Total	104 (100%)

Table 2 shows that 92 (88.5%) of the sampled pre-service English language teachers claimed Internet literacy while only 12 (11.5%) of them confessed inability to browse the Internet. It thus becomes clear that a much larger percentage of the pre-service English language teachers are Internet-literate. However, this statistics needs to be compared with those of other countries of the world before judging it either praiseworthy or otherwise.

Research Question 2: What proportion of the pre-service English language teachers actually browses the Net?

Table 3: Pre-service English Language Teachers' frequency of Internet Access

Category	Frequency
Actual Internet Browsers	57 (54.8%)
Non-Internet Browsers	47 (45.2%)
Total	104 (100%)

Table 3 indicates that 57 (54.8%) of the respondents considered themselves actually uninhibited from browsing the Net by their school workloads. But 47 (45.2%) of them confessed to be non-browsers of the Net, citing heavy school workloads as contributory. This means 45.2% of the pre-service English language teachers do not directly enjoy the benefits of any educational contents of the Internet that could enhance the quality of their service delivery when they are eventually employed.

Research Question 3: How frequently do the pre-service English Language teachers browse the Internet?

Table 4: Pre-Service Teachers' Frequency of Internet Access

Average Frequency of Internet Browsing	Responses
Average of twice in a semester	18 (17.3%)
Average of once in a month	19 (18.3%)
Average of twice in a month	8 (7.7%)
Average of once in a week	16 (15.4%)
Average of twice in a week	12 (11.5%)
Average of thrice in a week	4 (3.8%)
Almost everyday	15 (14.5%)

From Table 4, it is clear that most of the sampled pre-service teachers (18 or 17.3%) access the Internet on the average of twice in a semester that runs for about three-and-a-half months. This category is followed by those that access the facility on the average of once in a month (19 or 18.3%) and average of once in a week (16 or 15.4%) respectively. Next are those who browse on the average of twice-a-week (12 or 11.5%) and twice-a-month (8 or 7.7%) respectively. All these make up 73 (70.2%) of the respondents. The most frequent users of the Internet do so almost every day (15 or 14.5%), followed by those who do so thrice in a week (4 or 3.8%), and twice-a-week (12 or 11.5%) respectively.

Those who access the Internet only on the average of once-a-week are 16 (15.4%). Since students are expected to study everyday and the Internet is a study material, it is logical to expect that the pre-service teachers, as mature learners, would be conscious of the need for independent learning through the Net. Only 15 (14.3%) respondents access the Net almost every day, which is ideal. It is just pardonable that only 12 (11.5%) do so twice-a-week. These make only 19 (18.3%) of the respondents that claimed to access the Internet at a frequency that could be considered reasonable.

Research Question 4: How long do the pre-service language teachers stay on the Net?

Table 5: Statistical Presentation of the Pre-service Teachers' Duration of Internet Access per Contact

Duration	Frequency of Response
< 30mins	17 (16.3%)
1hr	36 (34.6%)
1½hrs	21 (20.2%)
2hrs	4 (3.8%)
More than 2hrs	14 (13.5%)
No response	12 (11.54%)

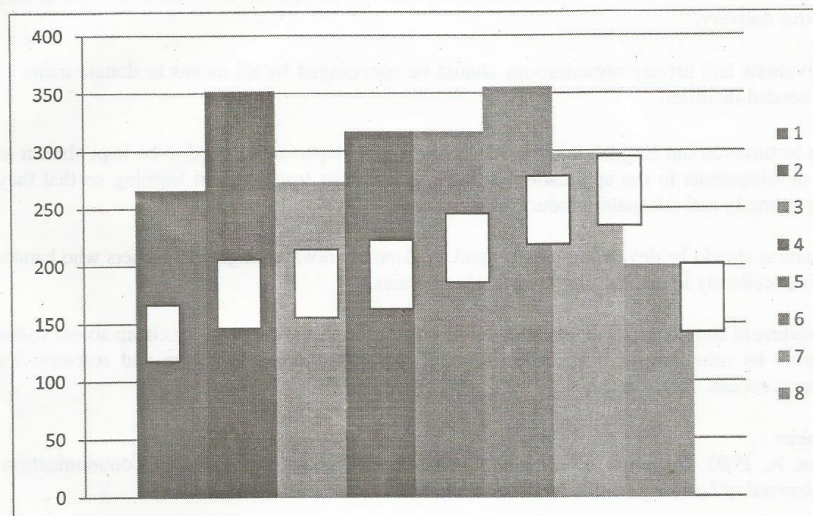
Table 5 shows that only 4 (3.8%) of the respondents indicated staying online for upward of 2hrs at each contact period, 21 (20.2%) spend up to 1½hrs in each contact session, and 36 (34.6%) claimed to spend about 1hr each time browsing the Internet.. seventeen (16.3%) of the respondents do not stay longer than 30minutes. Those who claimed to stay longer than 2hrs were 14 (13.5%).

These statistics do not present a good picture of the respondents' utilisation of the vast resources of the Internet considering the fact that most of them, as shown in Table 4, do not access the facility frequently enough. It is obvious that those who demonstrate inadequate staying power on the Internet among the Nigerian pre-service English Language teacher outnumber those who spend considerable time on the Internet each access time.

Research Question 5: What activities do the pre-service English language teachers usually engage in on the Internet?

In providing answers to this question, the respondents were asked to rate their frequencies of engagement in a list of online activities along the scale of **Never** (scored 1), **Rarely** (scored 2), **Sometimes** (scored 3), and **Often** (scored 4). The number of responses got for each category for each item was multiplied with the assigned score. The obtained scores were then converted into a bar chart for a graphic presentation.

Figure 1: Hierarchical Presentation of the Pre-Service Teachers Online Activities



Key: S/N	Activity	Aggregate Points
1:	Internet chats on general social issues	266
2:	Search for general information	352
3:	Search for Entertainment	273
4:	Online Trading	317
5:	Search for online journals and materials for school assignments	317
6:	Social Correspondence	355
7:	Internet games	297
8:	Internet Dating	201

The bar chart shows that the activity most engaged in by the pre-service teachers online is social correspondence (355 points), followed by search for general information (352 points) while online trading (317 points) and Search for online journals and materials (317) come next. Internet games scored 297 points while Search for Entertainment comes next (273). Internet chats on general social issues followed with 266 points. Internet Dating, according to the responses got from them, is the online activity least engaged in by the pre-service teachers with 201 points.

It is clear that academic enterprise ranks third among the activities often indulged in by the respondents. While it is true that the search for general information that takes up most of the respondents' Internet access time, cannot be completely void of educative contents, the fact still remains that some actual academic exercises like search for course materials and updates in language teaching-learning pedagogy in other countries would help them to be adequately prepared for the challenges of language teaching in the present dispensation.

Conclusion

The findings from the study reveal that quite a substantial percentage of the Nigeria pre-service English language teachers still need to be Internet-literate. Those who are so literate still need to be encouraged to do more of academic and professional value-adding exercises on the Internet.

Recommendations

1. The Nigerian government at all levels needs to equip all teacher training departments and faculties with ICTs for the students to learn how to manipulate such for improved quality service delivery.
2. Individuals and private organisations should be encouraged by all means to donate many of the needed facilities.
3. The lecturers in our English language teacher training departments need to be kept abreast of the developments in the application of ICTs to language teaching and learning so that they may properly and adequately induct their students.
4. Measures should be devised to identify and handsomely reward language teachers who handle ICTs excellently in discharging their teaching duties.
5. Government should create an enabling environment for easy, fast and very cheap access to the Internet by removing or drastically reducing import duties on hardware and software for Internet access.

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