Safara

Revue internationale de
langues, littératures et cultures

N°19
2020

Laboratoire de recherches en art et cultures
(LARAC)

Sommaire

Using ICT to improve the teaching and Learning of French Language Studies in Bagabaga College of Education

Gariba Iddrisu

Bagabaga College of Education, Ghana

Abstract

The paper examined the impact of ICT on the teaching of French language in Bagabaga College. The study employed the descriptive research design and main instruments were the questionnaire and interview. A Sample of 25 French students in the second year. The study concluded that ICT resources were inadequate for the teaching and learning of the French language.

Keywords: ICT, Internet, Bagabaga, French language,

Introduction

ICT plays an important role in the teaching and learning of French language. Kozma (2015) shared the same view by stressing its importance in the area of teaching and overall development in the world. A lot of countries had invested heavily in the ICT educational resources which had translated into rapid development in the economy.

A lot of researchers had highlighted the importance of integrating ICT in the teaching and learning of French. According to Vincent (2002), ICT motivates French students and makes teaching and learning easy. Also it shapes the methodology of the French teacher. Furthermore, ICT helps teachers to adopt child-centered approach in teaching.

Students interest in learning French is deepened through the use of computers Gregoire(1996).

However, the impact of ICT on the teaching and learning of French language encountered a lot of problems. Unsurprisingly, students consider internet access at Bagabaga College of Education to be 'non-existent'. Most student

teachers spend around GHS 50 per month on data, with some spending up to GHS 60 per month .Student teachers use internet for communication, mostly by WhatApp where information such as assignment, examination results, news and entertainment-related items are shared. Unsurprisingly given the poor access at internet at the College and the personal top up data costs, students rarely use ICT and the internet to support their learning of French language. There is inadequate teaching and learning materials available at most training colleges; even at Mount Mary's College which used to have one of the best equipped audio-visual language laboratories, was in a state of disrepair and no longer provides audio-visual materials, tape recordings and CDs for the French students. Some of the other colleges used textbooks, tapes and CDs with students (Wesley College) but resources were limited at Bagabaga.

Therefore, this research seeks to find out the impact of ICT in teaching and learning in French language. Determine the major obstacles militating against the use of ICT in teaching and learning of French at Bagabaga College.

Research questions

The study is guided by the following questions:

What are the impacts of using ICT in the teaching of French?

What are the major obstacles militating against the use of ICT in the teaching and learning of French?

Significance of the study

The study is important because few researchers had conducted research on the impact of ICT in the teaching of French language. Alabi(2005) Babalola and Onabajo(2013) carried out research on the impacts of ICT in French language in Nigeria not Ghana. Therefore this content study fills the existing gap in the research on teaching and learning of French language in Ghana.

- Gariba Iddrisu -

Delimitation of the Study

The population for this study is delimited to the at Bagabaga College where the research was conducted. The focus on study was impact of ICT on the teaching and learning of French language. Therefore the result of the study will not be generalized over all the French Colleges of Education in Ghana.

Review of literature

Theoretical framework

Improvement in French language learning and acquisition had researchers like Piaget (1962) and Vygotsky(1978) laid emphasis on peer interaction in cognitive development.

Also,Krashen(1982), Echevarria Vogt and short(2013) highlighted the importance of using ICT as source of motivation for students and also theirs skills in language usage . At this point, we would like to focus on origin of the usage of ICT in language learning.

It all began in the fifties where computers were exploited in three dimensions such as CALL (Computer assisted language learning), communicative CALL and integrative CALL.

The first part was based on repetitive drilling and practicing. It is believed repetition brings about Excellency. The second part in the seventies the communicative approach became more visible. Premium was placed on communicative situations. The integrative approaches to CALL were based on two technological developments: multimedia computers and internet. Warschauer (1996:4) pointed out that mobile phone was more integrated in teaching and learning of French.

Meaning of ICT

ICT is the use of computer, electronic gadgets to share information and elicit responses from communicative utterances. According to Alabi (2005), ICT is a digital technology used in storing, retrieving and disseminating information in modern age.

Many years ago, researchers had seen the need to integrate ICT as important tool for teaching and learning French. For instance Stepp-Greany (2002) identified the following benefits "increased in motivation, improvement of self-concept and mastery of basic skills, more grammar –centered learning and engagement in learning process. ICT offered interactive instructional material, evaluating of students' progress and understanding of instructional material. IPods and tablets help to reshape language tasks in French thereby helping students to create meaningful learning environment, auto evaluation Pellerin (2014:14). For the past 50 years there were no computers, Africa has been transformed by ICT Taiwo (2007)

On the same vein Hew and Brush (2007) stated that computers and internet engender improvement on students' scores on standardized tests. Also ICT can improve memory retention Dede(1998). Both teachers and students are engaged to teaching and learning tasks Cox (1997).using ICT in teaching and learning of French improves school attendance.

Also, tools such as computers, cellphones, and serve as source of motivation and awareness. ICT reduces teaching and learning to a student-centered learning environment.

Obstacles militating against the teaching and learning of French.

One of obstacles that, confronts ICT as means of teaching French language is incompetence of teachers that hinders its effectiveness.

Secondly, teachers must be trained to able to solve technical problems Parton and Grant (2000).

Also, according to Mumtaz (2000) the higher the quality of ICT higher the impact on the teaching and learning.

Schoepp (2005) enumerated barriers as: lack of time, support, resources and training as what is termed extrinsic factors militating against using ICT to improve teaching and learning. Intrinsic factors are; attitudes, beliefs, practices and resistance to change. The younger less experienced teachers use computers more, because they are more likely to be computer fluent, had more technologically rich teacher training and are less likely to be limited by previous habits, perceptions or attitudes, than older teachers. Many older teachers have not had any computer education when training and as a result are in need of training to allow them to make use of computers in their work.

Also, there is a relationship between teacher's age and their computer attitudes. The younger teachers appear to be less sceptical about the benefits of ICT tools in learning.

Although computer anxiety may increase with age, this does not mean that training or professional development should be specifically targeted at older teachers. They strongly dispute the notion that because computer anxiety may increase with age, younger teachers are unlikely to need training in ICT. Despite this, a substantial body of research literature strongly argues that age has no bearing on the use of ICT tools.

Methodology

Population and sample

The population consisted of all French students in Bagabaga college and while the sample was made of 25 second year French students.

For the purpose of this study, the data collection instrument used was questionnaire and interview. Questionnaires were chosen because they are the best standardized method to gather data from the respondents of this particular study. Again, the use of questionnaires helped control the response rate. An interview schedule which solicited for back ground information about ICT at Bagabaga College of education.

Results and discussion

Do you have ICT facilities in your college?

Number of Students	Yes	No	Total
25	25	0	25
Percentage	100%	0%	!00%

 100% representing 25 students stated that there is availability of ICT. This is encouraging because students will have access mass to rich materials on the net for their studies in the French language if internet is available.

Does your college have language laboratory for the teaching and learning of French?

Number of Students	Yes	No	Total
25	0	25	25
Percentage	0%	100%	100%

The table indicated the college is yet to have language laboratory. 100% of the students chose yes representing 25.The real impact of ICT on the teaching and learning of French will be low. Language laboratory enhances the teaching and learning of French language.

Is the speed of internet connection satisfactory?

Number of Students Total	Yes	No
25 25	0	25
Percentage 100%	0%	100%

The internet connectivity is very low looking at the number of students who chose "Yes" 100% representing 25 students. This will go a long way to have negative impact on the teaching and learning of French.

Do you use ICT to prepare and deliver your lessons in French?

Number of Tutors Total		Yes	No
3	3	0	3
Percentage 100%		100%	0%

This particular question was for the French Tutors in Bagabaga College of Education. There are three Tutors. From the table above all tutors representing 100% integrate ICT in their lesson. Language learning must be dynamic and authentic. ICT will make the lessons presentation very interesting and lively.

Has ICT improved teaching and learning in the French language at Bagabaga College?

Number of Tutors Total	yes	No
3 3	3	0
Percentage 100%	100%	0%

100% of Tutors representing 3 responded "Yes' they said that ICT encourages active participation of students, Students are motivated to learn the French language, and the academic performances of students are improved.   These are some of points the tutors raised to support their choices.

Recommendation

Based on the findings of the study, the following recommendations were made:

Firstly, Ghana Education Service (GES) and school authorities should continuously organize workshops on integrating ICT in teaching French language.

Students must be motivated by French Tutors by using appropriate strategies (ICT) in

 teaching French language to boost their confidence to take their studies in French language seriously.

The school should provide Language laboratory for French department and boost the speed of the internet connectivity in the school.

Bibliography

– Alabi, V. A. (2005). Problems of an Emergent Written Language of the Global System for Mobile Communication (GSM) in Nigeria. A paper presented at the 22nd Annual *Conference of the Nigeria English Studies Association* (NESA) held at Obafemi Awolowo University, Ile-Ife. September 7-10.

– communications technology: A review of the literature. *Journal of Information Technology for*

– Conference of Society for Information Technology in Education. Washington D.C: USA.

– Cox, M. J. (1997) *The effects of information technology on students' motivation.* Final report. London: Kings College and NCET (National Council for Education Technology).

– Dede, C. (1998). *Learning about teaching and vice versa.* Paper presented at

– Echevarria, J. Vogt,M. (2013). *Making content comprehensible for English learners: The SIOP model (4th ed.).* Boston, MA: Pearson/Allyn & Bacon

– Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: Strategies for

– Gardner, H. (1991). *The unschooled mind. How children think and how schools should teach.* New York: Basic Books.

– Gregoire, R., Bracewell, R., & Lafarriere, T. (1996). *The contribution of new*

– Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, *55*, 223– 52.

– Kozma, R. B. (2008) 'Comparative analysis of policies for ICT in Education', in Vooght, J. and Knezek, G., eds., *International Handbook of Information Technology in Primary and Secondary Education*, New York: Springer, 1083-1096.

– Krashen, S.D. (1982). *Principles and practice in Second languageAcquisition.* Oxford: Pergamon.

– Mumtaz, S. (2000). Factors affecting teachers' use of information and

– Pellerin, M. (2014). Language tasks using touch screen and mobile technologies: Reconceptualizing Task-Based CALL for Young LanguageLearners, *CJLT RCA*, 40(1), p. 1-23.

– Pescheux, M. (2007). *Analyse de pratique enseignante en FLE*

– Schoepp, K. (2005) 'Barriers to Technology Integration in a Technology-Rich Environment, Learning and Teaching in Higher Education: *Gulf Perspectives, 2*(1), 1-24.

– Stepp-Greany. J. (2002). Student perceptions on language learning in technological environment implications for the new millennium. *Language Learning & Technology.*

– *The development of higher psychological processes.* Cambridge, MA: Harvard

– University Press.

– Vygotsky, L. (1978). Interaction between learning and development.In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman(Eds.), *Mind in society:*

– Warschauer, M. (1996). Computer Assisted Language Learning: anintroduction. In Fotos S. (ed.) *Multimedia language teaching*, p. 3-20.