



The use of language teaching resources and the training of language teachers: the case of school of education, Makerere University

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ABSTRACT

The English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality (Cercignani, 1981). At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorisation of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language (Malloy, 2005).

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1. Introduction

1.1 Background:

The last two decades of the nineteenth century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages* Francois (1880) described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorising a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge (Filppula, 2002). After his failure, he decided to memorise the German roots, but with no success. He went so far as to memorise books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand (Brown, 2000).

This study will be guided by Bandura's (1977) Social Learning Theory which states that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. The theory suggests that what is learnt through

audio-visuals, 90% is remembered and put into action. Bandura (1977) asserts that most human behaviour is learned observationally through modeling; from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. According to the Theory, it is important to observe the behaviours, attitudes and emotional reactions of others in order to change our actions. It is on the basis of that theory; this study proposes Hence the proposition that the training of teachers of English should, by and large, demonstrate the use of relevant.

Kawemba (2010) defines a teacher, as a person whose occupation is to instruct. Gove (1993) defines teaching as the process through which skills, values, knowledge and attitudes are passed on individuals to create a change in them. In this study, teaching will refer to scheme of work and lesson plan preparation, keeping record of work done and marks, setting and marking of exams. The independent variable in the study is audio-visual aids. Saleemi (1997) defines training as the process of increasing the knowledge and skills of an employee for doing particular jobs. Resources refer to materials used in the production of an item. In this study, teaching resources will refer to computer use and mass media.

1.2 Statement of the Problem

The relevance of English in various fields has made it increasingly popular to all students. Unfortunately however, the existing language teaching resources are poorly utilized by the teacher-trainers. English language lecturers at the School of Education rarely use audio-visual aids in their lectures. This failure to apply audio-visual aids during the initial teacher education (ITE) has led to several undesirable outcomes such as making the lecturers work more strenuously and students becoming passive recipients of abstract knowledge.

Students differentiating between in-class speech and real-world speech application can be tricky. Textbooks and in-class material instructing students on the fundamental aspects of the English language and proper grammar can be stilted and very unrealistic in terms of dialogue examples. When students are taught English as a second language, they may assume in-class speech patterns will be the same outside the classroom; yet often, textbook language uses more uncommon and/or outdated terms and phrases, which can confuse and contradict what a textbook shows.

Indeed, effective teaching does not take place. This is seen in the final products of these trainees in their respective schools. While there could be several contributory factors, application of English language teaching resources may have played a major role. Hence the need for this study appraising the role of audio-visual aids in English teaching among undergraduate students in the School of Education, Makerere University due the fact that TV and radio are good sources. They provide a variety of materials. The information is current and the language is natural, but the content has to be chosen carefully. Newspapers, magazines, advertisements, and other types of printed material are very useful. Teachers can take photos; make video tapes or record audio tapes. If they make plans before they go overseas, they may be able to make good video or audio programs. However all these language materials are rarely used at Makerere University, the need for this research?

1.3 Purpose

The purpose of this study will be to establish the relationship between language teaching resources and the training of language teachers in the School of Education, Makerere University.

1.4 Objectives

The specific objectives of the study will be:

- (i) To establish the relationship between computer use and the training of language teachers in the School of Education, Makerere University.
- (ii) To establish the relationship between the use of mass media and the training of language teachers in the School of Education, Makerere University.

1.5 Research questions

This research will seek answers to the following questions:

- (i) What is the relationship between computer use and the training of language teachers in the School of Education, Makerere University?
- (ii) What is the relationship between the mass media and the training of language teachers in the School of Education, Makerere University?

1.6 Scope

Geographically, the study will be conducted in the School of Education, College of Education and External Studies, Makerere University. The College of Education and External Studies is one of the colleges that make up Makerere University thus of great importance as a model college in the University. The unit of analysis will be all English language students (second and third years) in the said college. In content, the study will seek to establish the relationship between language teaching resources and the training of language teachers.

The proposed study is to take place in the School of Education, Makerere University where the existing language teaching resources are poorly utilized by the lecturers. For example, English language lecturers in the school rarely use audio-visual aids in their lessons. This failure to apply audio-visual aids during the teaching-learning process has led to

several undesirable outcomes such as making the lecturers work more strenuous and students becoming passive recipients of abstract knowledge. This results into most of them re-sitting the exams and over staying on their programs as a result of retakes.

SOME OF THIS SHOULD GO TO THE SCOPE SECTION

1.8 Significance

The study could help the School of Education, College of Education and External Studies administrators and managers in particular and Makerere University general identify language teaching resources that may be positively or otherwise affecting English teaching and hence be in position to adjust those that are in their power to positively influence English teaching in the School. Theoretically, the study will also prompt more researches in the area having contributed to literature and methodology for such future studies.

2.1 Theoretical Review

The study will view drama teaching as an outcome of social interactions and relations among people and thus invokes Bandura's (1977) Social Learning Theory which states that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. The theory emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. The theory suggests that what is learnt through audio-visuals, 90% is remembered and put into action. Bandura (1977) asserts that most human behaviour is learned observationally through modeling; from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. According to this theory, human action, are results of continuous reciprocal interaction between cognitive, behaviour and environmental influences. The component process underlying observational learning are; attention, including modeled events and observe characteristics, retention including symbolic coding, cognitive organization, symbolic and motor rehearsal and motor reproduction, including physical capabilities, self-observation and motivation including external, various and self reinforcement. On the basis of that theory, this study proposes that English teaching in among the undergraduate students in the School of Education could be influenced by how teachers use audio-visual aids (e.g. mass media and computer use) which are hence exploited in this study in explaining English teaching.

2.2 Conceptual Framework or Model

Consequent to the review of Bandura's (1977) Social Learning Theory (section 2.1), Fig. 2.1 provides a framework relating the variables (i.e. audio-visual aids and English teaching) in the study.

The framework in Fig. 2.1 suggests that the independent (i.e. teaching resource) is conceptualized as computer use and mass media, while the dependent variable (i.e. English teaching) is conceptualized as scheme of work preparation, lesson plan preparation, keeping of record of work and marks, setting exams and marking exams. Some concepts (e.g. computer and mass media) are further conceptualized as shown. Figure 2.1 further hypothesizes that all audio-visual aids have a positive relationship with English teaching.

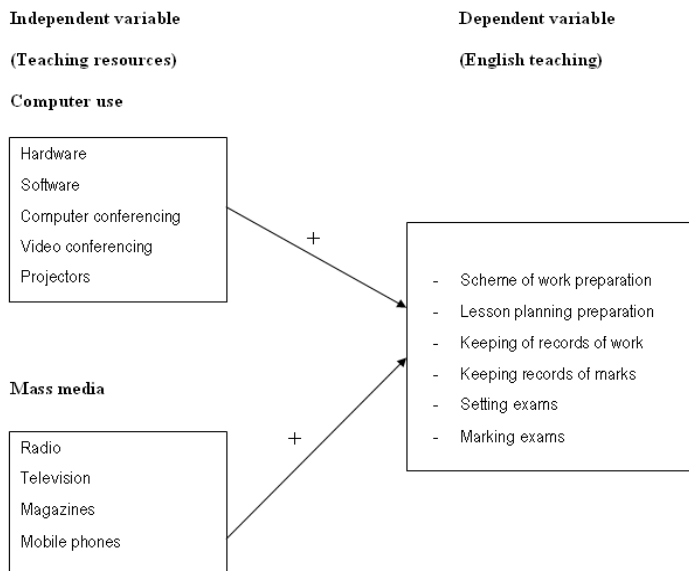


Fig. 2.1 Conceptual framework or model relating teaching resources to English teaching Footnote: Sign against each concept suggests the nature of correlation with the dependent variable (Adapted from Bakkabulindi, 2009; Kawemba, 2010)

2.3 Related Literature

This Section reviews literature related to the two specific objectives in this research. However, this literature is not confined to English teaching only but also fields as and when necessary.

2.3.1 Computer use and training of language teachers

According to Rogers' (1958) innovation adoption theory (cited in Bakkabulindi, 2009), when people get adapted to new innovations, performance becomes effective and efficient. Therefore, when teachers adopt computers in their work, they perform better. Therefore, it is hypothesized in this study that there is a positive relationship between computer use and teaching. The question left is, any past studies on computer use and teaching? Opio-Busa (1992) studied factors affecting the teaching and learning of poetry in selected secondary schools in Mbale and Tororo Districts. Opio-Busa came to the finding that computer use is one of the factors having a positive relationship with poetry teaching. Kizito (1995) assessed the effectiveness of use of video in teaching English literature at Advanced level in selected secondary schools in Mukono District and established that there is a positive relationship between computer videos and English literature teaching. Odongo (1995) was interested in ICT integration and its impact on teaching-learning process in selected secondary schools in central Uganda and empirically established that there is a positive relationship between computer and the teaching learning process. In summary, although most of the above empirical studies posited that computer use has a positive correlation with teaching, none had English teaching and in the context of School of Education, Makerere University. To contribute to the closure of such gaps, this study proposes that computer use is positively correlated to English teaching among undergraduate students in the School of Education, Makerere University since no earlier study had done so.

2.3.2 Mass media and the training of language teachers

According to Bandura's (1977) Social Learning Theory, when people are exposed to a message for a long time, they learn and get adopted to it well. Bandura (1977) asserts that through the mass media, people receive new idea and this

influences their performance. Therefore, it is hypothesized in this study that there is a positive relationship between the mass media and English teaching. Attention now turns to a few past studies that attempted related mass media to teaching. Walimbwa (2007) studied E-learning practices in teaching, learning and researchers at Makerere University, University of Dar-es-Salaam and University of Nairobi and came to the finding that there is a positive relationship between mass media and teaching of research teaching at university level. Hassan-Hafidly (2000) studies the challenges of promoting the teaching Arabic in secondary schools in Uganda and established that the mass media is one of the factors that could positively promote Arabic teaching in the secondary schools. Ikumbe (2000) studied the role of mass media on the teaching of students in the secondary schools in Kampala District and came to the finding that there is a positive relationship between radio and television messages and students learning in Kampala. Ssebabi (1995) looked at the application of visual aids in the teaching and learning of Economic in selected secondary schools in Mpigi and Kampala Districts and empirically established that there is a positive relationship between mass media (e.g. newspapers) and the teaching and learning of Economics. Although most of the above empiricism posits that mass media and teaching are positively correlated, none of them was on English teaching among undergraduate students in the School. Therefore, this study hypothesizes that mass media has a positive relationship to English teaching among the undergraduate students in the School of Education, Makerere University, in an attempt to contribute to the closing of those gaps, since no study seems to have done so.

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(Researcher)

Section A: Background Variables: Classification of Students?

In this Section, you are kindly requested to provide to provide factual information about yourself. Kindly tick (√) the opinion.

- A1.Sex of respondent: 1 = Male; 2 = Female
- A2.Marital status: 1 = Married; 2 = Single
- A3.Year of study: 1= First; 2 = Second; 3 = Third.
- A4. Your age: 1 = Below 20 years; 2 = Between 20 and 25 years; 3 = Over 25 years.
- A5.Program of study: 1 = Day; 2 = Evening
- A6.Nature of sponsorship: 1 = Government; 2 = Private

Section B: Independent Variable: Use language teaching resources

In this Section, the independent variable is divided into two types of teaching resources (i.e. computer and mass media). Please react to the following opinions about teaching resources using a scale where; 1 = Strongly disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly agree (SA).

B1. Computer use

	Indicators of computer use	SD	D	N	A	SA
B1.1	I can use several hardware components.					
B1.2	I can apply several software components in my work.					
B1.3	I have skills of computer conferencing.					
B1.4	I have skills of video conferencing.					
B1.5	I have skills of project use.					

B1.6 Comment on the application of computers in the teaching of English language by your lecturers in the School of Education.

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B2. Mass Media

	Indicators of mass media	SD	D	N	A	SA
B2.1	I always listen to the radio.					
B2.2	I always watch the television.					
B2.3	I read several magazines.					

B2.4 What is your view on the application of the mass media in the teaching of English Language in the School of Education?

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Section C: Dependent Variable: Training of language teachers

Please react to the following opinions about teaching using the scale where 1 = Strongly disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly agree (SA).

C1. English Teaching

C11 What is your comment on the teaching of English language among the undergraduate students in the School of Education, Makerere University?

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Name of interviewee Position

 Venue

	Indicators of English teaching	SD	D	N	A	SA
C1	I prepare schemes of work each team.					
C2	I prepare lesson plans each time I go to teach.					
C3	I keep record of work.					
C4	I set students exams on time.					
C5	I mark students' exams on time.					
C6	I return students exams after marking.					
C7	I give my students revision tests.					
C8	I mark and return students revision tests.					
C9	I give my students exercises in class.					
C10	I mark students' exercises on time.					

Step I: Self-introduction
 Step II: Questions and discussions
 1. Give a brief profile about English teaching in the School of Education.
 2. Comment on the use computers in the teaching of English language among undergraduate students in the School of Education.
 3. What is your view on the application of the mass media in the teaching of English among undergraduate students in the School of Education?
 4. What is your comment on the teaching of English language among the undergraduate students in the School of Education, Makerere University?

Thank you very much!

Interview guide

Interviewer: Nakafeero Oliver

Interviewees: English Lecturers

Date of interview..... Time

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