

EFFECTS OF THE ELECTRONIC MEDIA ON STUDENTS' ENGLISH LANGUAGE LEARNING IN SCHOOLS

BACKGROUND

The Electronic Media (EM) play vital roles in development including political educational economic and cultural with the potential of having an influential role in the lives of children as they are pervasive accessible and attended to by children of all ages.

The powerful forces of the electronic media, the dearth of reading among youths and the educational potential of the EM necessitates that research be undertaken between the dynamics of English Language learning and the electronic media.

STATEMENT OF PROBLEM

Because of the deplorable state of English Language in schools, some English Language educators have addressed the problem by focusing on the school system, while others have focused on both school and out-of school factors. On the other hand, Materials and programmes of the electronic media have received both applause and criticism. Mytton, 1983 and Bittner 1989, though most of these have concentrated on effects on peoples' lifestyles and behaviour with little or no attention paid on the influence of the EM to language usage especially language learning.

The electronic medium in the country use's varieties of English for its programmes in addition to the indigenous languages, thus, exposing students to the influences of these languages as sometimes is evident in their scripts. Thus, to what

extent have these languages effected students' expression of communication in English Language and what instructional implication would there be, if they do exist?

PURPOSE OF STUDY

Investigate the relationship between the electronic media and the English Language communication skills of students in secondary schools.

Investigate the comprehension ability of students in relation to EM
Determine the curriculum significance of the EM to the English Language teaching and learning programme.

HYPOTHESES AND RESEARCH QUESTIONS

4 hypotheses to be tested are formulated and stated in the null form, while five research questions which are expected to be answered were raised.

Justification

Both positive and negative aspect of the medium that reinforce English Language learning by students will be highlighted so that strategies for minimising negative and encouraging positive influences would be developed.

Awaken the responsibility of broadcast practitioners to the influence they exert not only with the content of their programmes but also with the language of presentation serve as source of information for parents, language teachers, media practitioners and as spring-board for further researches in English Education and mass communication.

Theoretical Framework

The Social Category Theory will be used for the study as it focuses on the effects of the mass media on the audience using social and psychological indices

SCOPE

SS1 students of some schools in Plateau State. Only programmes of radio and television transmitting signals received in the state would be used for the study.

SECTION TWO

Section two of the proposal reviewed literature on the definition and functions of the electronic media and theories of mass media effects. Literature on the electronic media and education including English Language teaching and the three communicative skills in English Language was also reviewed. Gaps and direction of study in relation to the reviewed literature were also highlighted. Literature review will be a continuous exercise in this study.

Research Design

Both survey and experimental. The former will investigate accessibility of the medium to students, determine programme preference and time spent on each programme. Experimental design is meant to determine effects of EM on students oral and written expressions and comprehension ability of students in English Language.

Survey would use the questionnaire interview, while the experimental component would use the Pre-Test, Post-Test Control Group Design to gather data.

Subjects would be assigned to groups after a stratified randomised matching using a pre-test. This is to control selection as a threat to internal validity as it is assumed that subjects in each group are “equal” on any characteristics that may affect the dependent variable.

Both groups will be tested to ascertain comprehension ability, oral and written competence in English Language prior to treatment. The first group is rated, while the second group will not be treated. Both group will be post-tested after treatment.

POPULATION AND SAMPLE

SS1 students of schools selected would be the main population. Three hundred students in each school will be used for the survey, while one hundred and fifty will be used for the experimental component in each school.

The purposive sampling technique would be used to chose the schools for the study, while the stratified random sample will be used to select the students.

DATA COLLECTION INSTRUMENTS

Both primary and secondary data. Primary data would be collected through the open-ended and closed questionnaire interview, three types of English Language test items will be used, one for pre-test, another for the treatment and a third for the post test. Secondary data would come from referral works and publications related to the study.

PROCEDURE FOR DATA COLLECTION

Programmes of television and radio dubbed on both visual and audio to allow for construction of test items and to test reliability and validity of items.

Period of treatment is 4 weeks with two programme types used each week. Dubbed programmes would be based on students' responses in the survey.

Both pre and post test items would be based on adaptation of the English Language test items of the National Board for Educational Measurement examination for the Junior secondary school levels. Both test would have 10 items for using both listening and reading comprehension, 6 items for testing both oral and written expressions respectively.

Subjects are pre-tested, paired and randomly assigned to groups after which exposure to programmes on EM commence. Students respond differently to questions on comprehension, oral and written expression after each exposure. Performances are recorded for data on research questions. After exposure, both groups are post-tested and their performances further recorded for collection and computation of data for testing hypotheses. A total of 32 test items would be used for both the pre-test and post-test.

Validation would be done using the split-half method of reliability test.

ANALYSIS OF DATA

The Chi-square will be used to compute and analyse the data obtained from the questionnaires after scoring items.

Pre-test and post-test results of two groups will be scored according to their groups and the T-test used to compute and compare results of groups by each skill type

to be tested. ANOVA would be used to compute means of the difference on the internal groups and sets of the main groups since the sample is not a homogenous sample.

If the calculated value is less than the tabulated value at $P= 0.05$, then the null-hypothesis is accepted. If however, the calculated value is greater or equals to the tabulated value at $P= 0.05$, the null hypothesis is rejected. Reasons will be given for either rejecting or accepting the null hypotheses to provide reasons for discoveries.