

Exploring ICT Integration in Hausa Language Instruction: A Case Study at Jigawa State College of Education and Legal Studies, Ringim

Nura Dandabi

Department of Hausa, School of Secondary Education (Languages), Jigawa State College of Education and Legal Studies Ringim

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ABSTRACT: *This research examines the transformative impact of integrated Information and Communication Technology (ICT) in Hausa language instruction at Jigawa State College of Education and Legal Studies, Ringim. The study evaluates the current status of ICT integration in teaching Hausa language, gauges the perspectives of pre-service teachers on the efficacy of ICT tools in enhancing language proficiency, identifies challenges and opportunities tied to ICT incorporation, and proposes innovative strategies and best practices for optimizing technology use in language education. Employing a multifaceted research methodology, including surveys, interviews, and observations, this investigation provides a nuanced understanding of the intricate relationship between ICT integration and Hausa language instruction specific to the context of Jigawa State College of Education and Legal Studies, Ringim. The findings offer valuable insights and recommendations aligned with best practices for pre-service teachers, contributing to the advancement of language education practices within the institution.*

KEYWORDS: ICT integration, Hausa language, instruction, Jigawa State, college of education, legal studies, Ringim

INTRODUCTION

In an era characterized by rapid technological advancements and the evolving landscape of education, the integration of Information and Communication Technology (ICT) in language instruction has emerged as a pivotal area of exploration. This research delves into the specific context of Jigawa State College of Education and Legal Studies, Ringim, where the intersection of Hausa language instruction and ICT presents a unique and significant facet of educational innovation.

Language education, particularly in the teaching of Hausa, plays a crucial role in preserving cultural heritage and fostering effective communication in diverse communities. The introduction of ICT tools has the potential to revolutionize traditional teaching methods, providing new avenues for engagement, collaboration, and enhanced language proficiency.

The overarching objective of this research is to comprehensively assess the impact of integrated ICT in Hausa language instruction, focusing on the experiences and perspectives of pre-service teachers within the distinctive academic setting of Jigawa State College of Education and Legal Studies, Ringim. By examining the current state of ICT integration, exploring perceptions of effectiveness, identifying challenges, and proposing innovative strategies, this study aims to contribute valuable insights to the intersection of technology and language education within the institution.

METHODOLOGY

Participants: The study involved 120 pre-service teachers and 20 instructors at Jigawa State College of Education and Legal Studies, Ringim, who are directly involved in Hausa language instruction. A purposive sampling technique was employed to ensure representation from diverse backgrounds and levels of expertise.

Data Collection:

- **Surveys:** A structured survey questionnaire was administered to pre-service teachers to assess their perceptions of ICT integration in Hausa language instruction. The survey included questions on their current usage of ICT tools, perceived effectiveness, and challenges faced.
- **Interviews:** In-depth interviews were conducted with instructors to gain qualitative insights into their experiences with ICT integration. The interviews explored pedagogical strategies, perceived benefits, and challenges encountered in incorporating technology into language instruction.
- **Observations:** Classroom observations were conducted to assess the actual utilization of ICT tools in Hausa language lessons. This involved documenting the types of technologies used, their integration into teaching methods, and the engagement levels of students.

Data Analysis: Quantitative data from surveys were analyzed using statistical tools, employing measures such as frequencies and percentages. Qualitative data from interviews and observations were subjected to thematic analysis to identify recurring patterns, themes, and narratives related to ICT integration in Hausa language instruction.

FINDINGS

1. Extent of ICT Integration: The findings revealed a moderate level of ICT integration in Hausa language instruction at Jigawa State College of Education and Legal Studies, Ringim. Approximately 60% of pre-service teachers reported using ICT tools occasionally in their lessons, while only 20% utilized these tools frequently. The most commonly used technologies included projectors, educational software, and online resources.

2. Perceptions and Experiences of Pre-Service Teachers Pre-service teachers generally perceived ICT tools as beneficial in enhancing Hausa language proficiency. 70% of respondents agreed that ICT integration made lessons more engaging and interactive. However, 50% highlighted the lack of adequate training and resources as significant barriers to effective ICT utilization.

3. Challenges and Opportunities: The study identified several challenges hindering ICT integration, including limited access to reliable internet, insufficient ICT infrastructure, and a lack of training for both teachers and students. Despite these challenges, opportunities for improvement were noted, such as the potential for professional development programs focused on ICT skills and the adoption of low-cost, locally available technologies.

Recommendations Based on the findings, the study proposes several recommendations to enhance ICT integration in Hausa language instruction:

- **Professional Development:** Implement regular training programs for teachers to develop their ICT competencies.
- **Infrastructure Improvement:** Invest in ICT infrastructure, including reliable internet access and maintenance of existing technologies.
- **Curriculum Integration:** Incorporate ICT-based activities and resources into the Hausa language curriculum.
- **Support and Collaboration:** Foster a collaborative environment where teachers can share best practices and resources for ICT integration.

DISCUSSION

The integration of ICT in Hausa language instruction at Jigawa State College of Education and Legal Studies, Ringim, presents both challenges and opportunities. While the current level of ICT usage is moderate, there is a clear recognition of its potential benefits in enhancing language proficiency. The challenges identified, particularly related to infrastructure and training, are significant but not insurmountable.

The findings align with existing literature on ICT integration in language education, highlighting the importance of adequate training and infrastructure (Anderson & Ronnkvist, 1999; Tondeur et al., 2017). Moreover, the cultural and linguistic considerations emphasized by Mchombu (2004) are evident in the context-specific challenges faced by the institution.

CONCLUSION

This study provides a comprehensive assessment of the current state of ICT integration in Hausa language instruction at Jigawa State College of Education and Legal Studies, Ringim. By examining the perspectives of pre-service teachers and identifying key challenges and opportunities, the research offers valuable insights and practical recommendations for enhancing ICT utilization in language education. The findings underscore the need for targeted professional development, infrastructure improvements, and a collaborative approach to integrating technology in teaching. These efforts have the potential to significantly improve the quality of Hausa language instruction, preserving cultural heritage while fostering effective communication in diverse communities.

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