The Role of Television in the Development of English Language Competencies in Primary School Pupils within the Bamenda III Municipality

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Abstract. *The Educational system in Cameroon has undergone significant changes regarding the use of Information Communication and Technology (ICT) for teaching and learning. With the constant growth in understanding ICTs in governance, business and in the development process, ICT has increased the scope of learning processes. It provides new learning material. Thus, (ICT) in English language learning and teaching has been the researchers, focus of attention It is based on this prelude that this study seeks to find out the positive effects of television in the development of English language competencies in primary school pupils within the Bamenda III Municipality. The study used the survey research design which comprises of cross sectional and quantitative designs. The data used was solicited from primary sources which is through questionnaires and interviews. A sample of 110 respondents mainly selected teachers from public, lay private and mission nursery and primary schools in Bamenda III municipality with a span from January to November, 2020. The study employed the descriptive and inferential statistics using the ANOVA multiple regression approach. The findings of the study revealed that an increase in the use of television will lead to a moderate increase in the development of language skills. The p value=0.004 which is less than 0.05 indicating a significant relationship between the use of television and the development of language skills. From the findings, this study recommended that the Teachers should undergo pedagogic training on the use of ICT in teaching. Teachers should be encouraged to use ICT tools often in passing out knowledge. Schools should be equipped with a complete ICT unit. Teachers should be sensitize on the importance of ICT in teaching. They should learn to be able to identify their learning needs, define their learning strategies, develop and implement a learning plan and evaluate the learning gained, with or without the help of others (by using ICT tools). The government and stakeholders and parents should reinforce use of ICT in schools through proper monitoring and evaluation.*

Key words: *ICTs, Television, Development, English Language Competencies, Primary School Pupils Bamenda III Municipality.*

INTRODUCTION

With the emergence of Information and Communication Technology (ICT), so many different sectors of life have been experiencing technological changes. Almost every aspects of life such as health, business, communication and education especially, have been undergoing changes due to ICT (Sangra, *et al.,* 2010). Education is considered as a foundation were good leaders of the future are raised which concur with the saying that children are the leaders of tomorrow. Based on this, quality education will therefore provide good leaders in future, good governance, good business and good health services (Samad et al., 2018). This section attempts to describe the evolution of ICT and its integration in education from Europe to Africa and Cameroon. The different eras and policies that have brought about the use of English Language in the educational system of Cameroon.

BACKGROUND

English is one of the most important language which has played a key role in the process of globalisation and knowledge explosion. It is the most common means of communication throughout the globe (Samad et al., 2018). This is why it is termed as Link language, Global language as well as Lingua Franca. In the Indian context, it is treated as ESL (as a Second Language). The Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop English language skills among the pupils from school level. The government, NGOs and educational institutions are working at various levels and taking measures to ensure better ELT (English Language Teaching) and developing English language skills among learners. To teach English and develop English language skills, various approaches and methods are in use in different countries (Rivers, 1987). But most of them are traditional, less interesting, ineffective as well as less motivating. These methods were reference to the transmission of the cultural heritage in view of continuity and growth for the regulation of life in the society.

It is worthy to note that the education process involves the use of rudimentary tools, life-long learning, oral learning, storytelling, collaborative learning, community based and non-formal processes (Fonkeng, 2007). Adesote and Fatoki, (2000) said that, it is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to develop better understanding and acquisition of basic skills which are: (LSRW) (Listening, Speaking, Reading and Writing) of English language among the pupils at school level. ICT has a lot of things to offer to both teachers and students for the enhancement of their vocabulary and improvement of English language skills. Nowadays, tools and approaches are being used widely due to their convenience, omnipresence, effectiveness and being economic.

According to the works of Ntongieh, (2016) some of these approaches, facilities and tools are CAI (Computer Assisted Learning), CALA (Computer Assisted Language Assessment), CALI (Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning) , TELL (Technology Enhanced Language Learning), Blogs, Wiki, e-mail facility, Digital libraries, multimedia, mobile learning, free and open source software and social media, MOOCs, Virtual classrooms, documentaries, Digital storytelling, Mobile Applications, i-Pads, Digital Notebooks, Tablets, Smart Phones, Recorded audio- video materials, Online spoken tutorials, Digital pronunciation dictionaries etc. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills (Parvin et al., 2015). These facilities have paved the way of individualised learning and provided freedom of learning anytime, anywhere according to needs and convenience of the learners. ICTs enables access to vast stores of knowledge beyond the school setting which includes online newspapers, music's file, videos, journals, and multimedia tools. (Anderson, 2005).

As such proper need should be taken to integrate ICT in the field of ELT to make the learners well versed in English language skills. "Traditional African education needs to address issues of modern education particularly, when everything is ICT related. As such there is urgent need to improve the learning in English Language classes. (Papert, 1999). English language has become a global language being used if not all, in almost all countries of the world. As such the traditional method of teaching English is insufficient to make learners to be productive in today's society and work places. Thus, the current society needs workers who are linguistically and technologically literate to be able to utilise English and technology for productivity.

Mankind has constantly been exposed to all different kinds of change throughout history. Every generation has lived under the impression that their epoch has been marked by some sort of change. Our era is no exception. The recent development of technology has strongly changed the lives of people as the world progress in to technology in a more advanced stage. The acquisition of knowledge and means of communication is easier and less time consuming due to the advance technology available (Kibinkiri, 2014). This advancement in technology has led to the creation of the term Information Communication Technology. This term is used to describe the closely intertwined relationship of technology and communication. Information and communication technology has become within a very short time one of the basic building block to modern society. Many countries

are now regarding, understanding ICT and mastering the basic skills as part of the core of education (Ray et al., 2018).

The modern age is termed as the era of knowledge explosion. This explosion has become possible due to the progress of science and technology. Each and every aspect of human life has changed due to the effects of science and technology (Kibinkiri, 2016). The use of science and technology in the field of communication has revolutionised the whole world. The use of modern technological tools has led to the rise of ICT Now ICT is being used in a number of fields like, health, entertainment, games and sports, transportation, education, industries, fashion designing, textiles, agriculture etc. With a single click, we can get, exchange a lot of information in the world due to the use of ICT. Now we cannot imagine education without the use of Information and communication technology (Kareem, 2017). It has made exchange of thoughts, ideas, experiences and feelings easier. With the help of it, a lot of persons can get education and training simultaneously at low cost. The use of computers, Internet, television, radio, projectors and mobile phones, e-mail facility, online audio and video conferencing as well as new applications has made teaching and learning process attractive and convenient. It is also helpful in saving time, energy and money. So, we can say that ICT is playing an important role in teaching learning process (Shaikh and Khoja, 2013).

Computers were first used in education at universities in the 1960s. However, it was not until the emergence of personal computers that this new technology was used by a greater audience. In the 1980s, the term CALL (Computer Assisted Language Learning) was coined. CALL soon stood for the great variety of opportunities, mostly within communication, that computers can offer to language learners (Derakhshan, Salehi and Rahimzadeh, 2015). However, the evolution of the use of computers in language learning differs in the different parts of the world and in different countries. As far as Sweden is concerned, (Jedeskog 2007), divides the evolution of ICT in Swedish schools into four "waves". The first wave was launched between 1984 and 1987 by the Swedish government. It was called "Computers Science Education" (Jedeskog, 20007).

In another effort to further establish ICT in schools (1988-1991), the Swedish government brought the initiative "Datorer som pedagogiskt verktyg" ("Computers as pedagogical tool") into being. The next step was coined by the Swedish government in collaboration with the 'Stiftelsen för kunskaps- och kompetensutveckling', a national foundation that works with the development of new knowledge and expertise to stimulate economic growth and stability (1996-1999). Between 1999 and 2002, the Swedish government introduced the ItiS program, which stands for Information teknologi i Skolan ["Information technology in school"] (Jedeskog, 2007).

In more recent years, other programs were launched, such as the en-till-en program ("one-to-one program"), which signifies the idea that every Swedish student should have access to his or her own personal computer. Also, the Swedish syllabus for the upper secondary school states the importance of familiarising students with the possibilities that the new technologies have to offer. The syllabus clearly points out that the school's task is to make sure that students "can use books, library resources and modern technology as a tool in the search for knowledge, communication, creativity and learning". As one of school's task, it states that "students should be able to orient themselves in a complex reality with its enormous flow of information and a rapidly changing world (Jönsson et al., 2012). Summing up, we have seen that there is a great variety of programs to encourage the use of ICT in classrooms.

The Ministry of Primary and Mass Education (MOPME) of Bangladesh has taken various measures to use technology to improve and modernise the overall primary education system. The 2010 National Education Policy of Bangladesh suggested the use of audio-visual materials in the language classes (Kedzie et al., 2018). To supplement the government policy, Save the Children in Bangladesh created a pilot initiative and started developing supplementary classroom teaching and learning software for English language classes in primary schools. The software was aligned with the National Curriculum and was implemented in 18 government primary schools in one district of Bangladesh (Parvin and Salam, 2015). This grow the effectiveness of using technology in English Language classroom in Government Primary schools in Bangladesh.

Every level of education, from early childhood, primary and secondary, to higher and adult including professional in-service development of teachers, is affected by the above-mentioned transitions. And yet, among all these levels, as proven by several recent research findings – early childhood and primary education are the most formative (Anderson, 2007). Communication and information technology has developed rapidly and has changed education rapidly in the recent years. (ICT), if used properly helps in expansion of access to education, strengthens relevance of education to the increasing digital workplace, raises quality of education and connects teaching and learning to real life through active participation (Chomsky, 1995).

English, is the most common language of communication throughout the globe. This is why it is termed as Link language, Global language. English is spoken in almost every country in the world either as an official language or as a second official language. The Use of English language has become vital for better learning and earning. And as a global language it is necessary to teach English and develop English language skills among the students from Primary school level (Abdulkadiroğlu et al., 2014), so as to cope with the high technological world of today.

Language education has changed in the recent years. Today's language classrooms are vastly different from that of the mid - to late- 20th century (Eaton, 2010). The teaching and development of English skills was achieved using various approaches and methods but most of them were traditional, less interesting, ineffective as well as less motivating. Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach, and acquire knowledge (Abdulkadiroğlu et al 2014), The focus on language education in the 21st century is no longer on grammar, memorisation, and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe (Eaton, 2010). The American Council on the Teaching of Foreign Language (ACTFL) noted that, technology has been used to assist and enhance language learning. It is now rare to find a language class that does not use some form of technology (ACTFL, 2013). The expectations and requirements of society and the world of work are undergoing fundamental transformations with the use of technology, as rightly observed by (Trilling and Fadel)

Formal education in Cameroon started far back as in 1962 by the Baptist Missionary Society (BMS), Kibinkiri (2014). Reverend Joseph Merrick of the Jamaican backed London Baptist Missionary Society opened the first primary school in Bimbia in 1844 with an initial enrolment of 62 children. Since then the school system in Cameroon has grown steadily into a complicated network managed by the government, churches and private individuals (Kibinkiri, 2014). The Missionaries focused on primary education. Thus, Secondary education was not contemplated. The curriculum laid emphasis on English Language, Reading, Writing, and Arithmetic, drawing, Singing and the study of the Bible. This was the pre-colonial period. The year 1884 marked the beginning of colonial era in Cameroon. According to (Ardener), a German-speaking missionary society called the Basel Mission took over the work begun by the London based Baptist Missionary Society (BMS) in 1886. The Germans however overtook the British in the race to annex Cameroon on July 12, 1884 (Kibinkiri, 2014).

Kibinkiri, (2014) points out that the Germans applied the policy of "divide and rule. After the annexation of Cameroon, the London based Baptist Missionary Society had to hand over their schools to the Germans. The type of education that developed was predominantly technical and vocational. This type of education implies that there was the use of tools in education to help people develop skills. In addition to the Basel Mission, there were also the German Baptist Mission, the American Presbyterian Mission and the Pallotine Mission. It is worthy to note that the Mission continued to be more active than the Government in the field of Education. The major developments in education during this period include: the replacement of the English-speaking Baptist Missionary Society by the Basel Mission with a German speaking education. English Language was replaced by the German Language as the medium of teaching, (Kibinkiri, 2014). The period between 1914 and 1922 were the years of the First World War and peace settlement in Cameroon. After the war, the Germans were defeated and Cameroon was partitioned between the French and the British. The Educational system shifted from German to French and English in their respective parts of Cameroon under the supervision of the League of Nations. France administered French Cameroon as an autonomous

territory within its colonial empire called French Equatorial Africa. Britain administered British Southern Cameroon as part of Nigeria. British Cameroon and Eastern Nigeria was administered as part of Eastern Nigeria from 1916-1954 (By 1916, Britain already had a colony Nigeria). In 1916 when German Kamerun was partition, the British got one-fifth (1/5) and four fifth (4/5) went to the French (Fonkeng, 2007). Thus, British Cameroon was treated as a colony of a colony. According to (Ngoh (1996) the British adopted the policy of "indirect rule" using the chiefs to implement the French culture in Cameroon. They assumed that the local languages were poor for instruction or learning and therefore not a good media for developing the intellect ("indirect rule"). Fonkeng (2007) defines indirect rule as a system of colonial administration whereby native people were ruled through their tribal institutions and natural or traditional leaders.

At the end of the Second World War (1939-1945) a new world body the United Nations Organisation (UNO) was created to replace the League of Nations (Ihims, 2003). The trusteeship was one of the six organs of the UNO to take over the supervision of former mandated territories of the defunct League of Nations. From 1954, British Southern Cameroon became an autonomous region within the new Nigerian administrative arrangements created by the McPherson constitution. The real Cameroon education began with independence and unification of French Cameroon and British Southern Cameroon between 1960 and 1961. The country has adopted French and English as the two official languages with equal status thanks to its dual colonial heritage (The Constitution of the Republic of Cameroon, 1996), (Ngoh, 2006; Fonkeng, 2007). The result was the emergence of Bilingual primary, secondary, higher education. Since the adaptation of English language from the former British counterparts, English language has developed greatly in the Cameroon educational system.

The findings of (Bates, 2016), due to the importance of English language known as the global language, English is termed compulsory subjects in all schools of the Cameroon educational system both the French and the English. It is worthy to note that dramatic changes that comes as a result of ICTs poses a great challenge to so many teachers as well as learners and consequently to all the stake holders. In fact, significant changes in ICTs and their penetration into the educational system are a growing concern in Cameroon and the world at large. Also, it is interesting to note that every young Cameroonian wants to own and use an ICT gadget. Psychologically, these technologies especially Internet and Telephone has changed the way people think and behave in society (Eaton, 2010). Socially, it is now common to find most parents buying laptops, smart phones IPads for their kids and install programmes in them which are interesting and at same time educative. Children also desire in watching cartoon film on the television. With the much interest children put up in using these gadgets, the love for the computer, mobile phones, the television with cartoon films, and the keen desire to use by kids in Cameroon is one of the reasons that have inspired me to carry out this study on the role of ICT in the development of English Language competencies in pupils.

Information and Communication Technology is profoundly affected by globalisation of which it has change the way people access, receive and impact knowledge and the way they communicate with one another daily. Hardly will they talk about ICT without mentioning Globalisation (Bi et al., 2016). Globalisation and rapid change in technological have made knowledge a great aspect of competitiveness in the world. Globalisation promotes the acquisition and absorption of knowledge and information. Educational professionals concur to this by saying that ICT and globalisation is of tremendous importance to the future of education in the world today (Ray and Saeed, 2018).

The theories applied in this study include the behaviorists, the cognitivists and the theory of universal grammer by Naom Chomsky. The theories are discussed in light of their relevance to ICTs. These include amongst others: B.F. Skinner, Jerome Bruner, Vygotsky Theories that are used in this research are theories of cognitive abilities of learners, the theory of language acquisition by Noam Chomsky and the behaviorism theory of B.F. Skinner. These theories are used here because ICT and language competence deal with cognitive ability of learners as well as the change in behavior after a lesson is taught (Ornstein and Hunkin, 2004).

Television as an ICT Tool Used in Learning

Quinn (2006) points out that the first complete electronic television transmission was made in 1927 by Philo Farnsworth (1971). He further states that television's ability to send a message around the world was demonstrated in July 1969 when hundreds of millions of people watched on live TV astronaut Neil Armstrong stepped from the lunar module on to the surface of the moon (Quinn, 2006; Kibinkiri, (2014) all belief that television technology is developing in ways that will make it more interactive like the internet. Every day, TV and the internet are drawing closer to each other through cable modems and TVs that connect to the net. For example, using some TV today, you can watch or follow a sporting event and simultaneously chat with others on the same screen. These TVs come with a remote-control unit that allows you to scroll, move around the screen and "click" on objects. Semenov (2005) points out that TV and videotapes add something to the learning.

It is useful in education as well as entertainment of the pupils. It is found that it is helpful in developing listening and speaking skills. It is useful in learning situational language as well as it is highly motivating. It is very helpful in understanding the language of mass media. A large number of pupils may be benefitted with the programmes of television such as cartoons simultaneously. Most modern TV now our days can use a CD Room, a USB, as such programmes such as songs, rhymes can be recorded and use on a TV for pupils to watch by so doing they will be improving on their speaking and listening skills as they will love to imitate the words of the songs or rhymes (Khattak and Jan, 2015). Furthermore, cartoon films can be beneficiary to pupils alike. Most of these films are captivating and so pupils are motivated to watch them by watching they listen by listening they try to speak thereby improving on their speaking and listening skills.

Statement of the Problem

The concept of English Language is changing over time with new concepts and technological development. Therefore, is an urgent need to improve the quality of teaching in institutions of learning at all levels English Language has become a global language used in almost every country as first or second language (Shaikh and Khoja, 2013). Most organisations, business and educational institutions use English as a medium of instruction and or communication. With the advent of information and communication technology, (called the new Era) where English is used in first place, it is difficult to communicate effectively in this new era and in the business world of today. Although the government of Cameroon, is making a tremendous effort in the area of language by placing English language as a compulsory subject for both the French and English schools, there is still a need to improve the quality of teaching, most especially with this new era of technology.

Most primary institutions are faced with a multiplicity of challenges such as: the introduction of new disciplines like information and communication technology in the curriculum without a corresponding staff to teach, and most importantly ineffective methods and strategies of teaching and learning. Unfortunately, most of the projects especially in the domain of ICT conceived in basic and secondary education pay little attention to the implementation of these tools by teachers for quality education. The direct result is poor outcomes to educational investment. Lumadi et al., (2013),

Nevertheless, just as the needs to improve the quality and new strategies and methods of teaching and learning, are becoming available thanks to the penetration of Information and Communication Technologies (ICTs) in the educational system, and despite the growth in understanding ICTs in governance, business and in the development process, there is still much not known about ICT and English Language competency in pupils.

Research Objective

To inquire the role of television in the development of English language competencies in primary school pupils.

Research Question

What is the role of television in the development of English language competencies in primary school pupils?

Research Hypothesis

H_{01}: The use of television does not play a significant role in the development of English language competencies in primary school pupils.

METHODOLOGY

The study was carried out in the Bamenda III Municipality, in Mezam Division, North West Region of Cameroon. The population of Bamenda III municipality is largely cosmopolitan made up of indigenous Nkwen and Ndzah people, migrants from all over the North West and West Regions, other regions of Cameroon and Nigerians (Samuel, 2008).

This study employed survey research design. This technique was chosen over others because it is easy to collect data at one time on both endogenous and exogenous variables. It is also adopted in this study because information is gotten from respondents at a particular point in time.

The target population was made up of all the teachers in the Government, Mission and lay Private primary schools in Bamenda III. That is teachers from primary one right up to primary six. The choice of teachers was because of their experience in teaching. These are teachers that have already learnt basic competencies in teaching added to the fact that educational technology is already one of the disciplines taught in all schools from nursery to tertiary education. Secondly, the researcher thought that was the level that could generate data necessary for the study.

Convenience and Stratified sampling were used to recruit participants for the study. The various Primary schools of this Municipality were stratified in to sub groups called different agencies that is Governments the Mission and Lay Private school. Based on availability convenient sampling was drawn from each group due to the current socio economic and political crisis in the North West Region. These techniques of sampling were employed because of the nature of the study which is primary data approach and its simplicity in data collection and analysis.

To avoid sample bias, the sample size for this study comprises of teachers from 6 Primary schools selected randomly. Though there are 54 registered primary institutions in Bamanda III municipality, the pupil's population in these schools is very low which explains why the researcher had to picked out 10% of the schools (4.5 or 6 schools) operating with more than 50 pupils to have a better representation. This include the Government schools, Mission and Lay private primary schools. Finally, the researcher employed the procedure described above to obtain a total sample size of 110 respondents chosen among the 6 selected Primary schools under the Bamenda III municipality as on table 3.1 below.

Table 1. Sample Distribution

S/N	Nature of School Targeted	Number Selected	Sample Selected
1	**Government Primary Schools**	01	
	GBS Upper Bayele		15
2	**Mission Primary Schools**	03	
	C.S Bayelle		17
	CBC Ndamukong		16
	C.S Futru		16
3	**Lay Private Schools** Educare primary school Providence Primary school	02	24 24
	Total Schools Sampled	**06**	**110**

Source: Inspectorate of Basic Education Bamenda III (2020)

Two instruments were used for data collection. That is questionnaire and an experimental observation guide.

Descriptive and inferential statistics were used for data analysis. Descriptive statistics were used to answer the research questions while inferential statistics were used to test the hypotheses. After the collection of data from the field, it was handed to the statistical analyst who then re-organised, coded

and analysed the data using the SPSS (Statistical Package for Social Sciences) version 20 and Microsoft excel. Concerning the descriptive statistics, percentages, frequency tables and charts were used. For inferential statistics, multiple regression analysis was used as statistical tools to verify the hypotheses at the significance level of 0.05.

While the inferential analysis of the data that aided in testing the hypotheses of the study was Ordinary Least Square (OLS) regression technique because it is the best linear and unbiased estimator (BLUE) property. The data was coded and entered into the program from which the descriptive statistics were generated. The measures which were used included frequencies, percentages and mean scores. The information also displayed by use of frequency tables, charts and other figures applicable in data presentation. Correlation analysis was used as pre-test for Multicollinearity (there may be a possibility for Multicollinearity between two variables if their correlation coefficient is ≥0.7. Robust standard error was used to control for Heteroskedasticity and the Variance Inflation Factor test was used as a post test for multicollinearity.

The hypotheses were verified at the significance level of 0.05. Once a hypothesis was verified and the level of significance was below 0.05, the null hypothesis was rejected and the alternative hypothesis uphold. On the other hand, when the significance level was above 0.05 the null hypothesis was retained while the alternative hypothesis will be rejected. Other tests include: R-Squared adjusted test for goodness of fits, T-test for significance of the independent variables and hence testing of the hypotheses of the study, F-Ratio test for overall significance of the results.

FINDINGS

Introduction

This section presents the findings of the study derived from the responses obtained from the questionnaire and data collected from observation.

Table 2. The Extent of the Use of Television in the Development of Language Skills

Items	Positive response			Negative response			X	SD
	SA	A	Total	D	SD	Total		
Television can influence the development of pupils' listening skills.	40(36.4%)	70(63.6%)	110(100%)	0	0	0	3.63	.48
Television can influence the development of pupils' speaking skills	46(41.3%)	62(56.4%	108(98.2%)	2(1.8%)	0	2(1.8%)	3.55	.45
Television can influence the development of pupils 'writing skills	10(9.1%)	37(33.6%)	47(42.7%)	2(1.85)	61(55.5%)	73(57.3%)	2.71	1,97
Television can influence the development of pupils' reading skills	50(45.5%)	52(47.3%)	102(.92.7%)	8(7.3%)	0	8(7.3%)	3.38	.62
Television can influence the development of pupils pronunciation.	63(57.2%)	41(37.3%)	104(94.6%)	3(2.7%)	3(2.7%)	6(5.4%)	3.48	.64
Television can influence the development of pupils Vocabulary.	65(51.5%)	39(35.5%)	104(94.6%)	4(3.6%)	2(1.8%)	6(5.4%)	3.51	.65
Television can influence the development of pupils syntax.(word and sentence building).	33(30%)	66(60%)	99(90%)	0	11(10%)	11(10%)	3.21	.60
Television can influence the	38(34.5%)	53(48.2%)	91(82.7%)	15(13.6%)	4(3.6%)	19(16.6%)	3.13	.70

development of pupils articulation of words.											

Table 2 Shows that when asked if the television can influence the development of pupils' listening skills, all the respondents 110(100%) agreed. Similarly, a majority of 108(98.8%) accepted that the television can influence the development of pupils' speaking skills while only 2(1.8%) of the respondents denied. Equally a majority of 102(92.7%) accepted that television can influence the development of pupils' reading skills while only 8(7.3%) denied. Still when asked if television can influence the development of pupils' pronunciation, a majority of 104(94.6%) agreed while a minority of 6(5.4%) disagreed. Another majority of 104(94.6%) agreed that the television can influence the development of pupils Vocabulary while a minority of 6(5.4%) disagreed. When they were asked if the television can influence the development of pupils syntax, a majority of 99(90%) agreed while a minority of 11(10%). On a similar note a majority of 91(82.2%) agreed that the television can influence the development of pupils articulation of words while a minority of 19(16.6%) disagreed

On the other hand, only a minority of 47(42.7%) agreed that the television can influence the development of pupils' writing skills while a majority of 73(57.3%) disagreed. Qualitative data from the open-ended question (question 9) revealed that; Television helps in the development of listening and reading skills. Pupils following some guided television programmes have been able to spell, pronounce and read English words. The manner of speaking and fluency are improved, the pupils learn news words by watching and listening to the television and as such their pronunciation and vocabulary increases, it helps in the identification of words. Finally, the television helps pupils to more current with spelling and construction of sentences. Data from observation revealed that pupils are excited to watch television; they tend to be very attentive and listen keenly while watching objects, films and songs. The pupils imitate speaking, spellings, singing and writing from the television

Verification of Hypothesis

To verify the hypotheses, the study employed the multiple linear technique. The results are presented as thus:

Table 3: Model Summary Showing the Explanatory Power of the Use of Television

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374	.139	.138	82035

A linear regression analysis was conducted to verify the relationship and the impact of the use of television on the development of language skills. The sample correlation coefficient(R) was 0.374 indicating that 13.9% of the variance in the development of language skills of pupils was accounted for by the use of television.

Table 4. ANOVA Results on the use of Television

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.910	1	5.910	8.783	.004
	Residual	72.681	108	.673		
	Total	78.591	109			

Table 4 reveals that the use of television has a significant relationship with the development of language skills (F =8.783, df=108, P=0.004). The coefficient of correlation is moderate (0.374) and positive. This coefficient indicates that the two variables are positively related. We can therefore infer that an increase in the use of television will lead to a moderate increase in the development of language skills. The p value=0.004 which is less than 0.05 indicating a significant relationship between the use of television and the development of language skills. We reject the null hypothesis and uphold the alternative which states that; the use of Television has a significant influence on the development of language skills in pupils.

In an attempt to answer research question two, data from questions 15-22 of section B of the teachers' questionnaire were analyzed using descriptive statistics in the form of percentage, frequencies, means(X̄) and standards deviations presented as follows;

DISCUSSION

Television and the Development of English Language Competency

The study assets that, the use of television has a significant relationship with the development of language skills The findings of the correlation between television and English language skills shows that, (F =8.783, df=108, P=0.004). The coefficient of correlation is moderate (0.374) and positive. This coefficient indicates that the two variables are positively related. We can therefore infer that an increase in the use of television will lead to a moderate increase in the development of language skills. The p value=0.004 which is less than 0.05 indicating a significant relationship between the use of television and the development of language skills. Therefore, the use of Television has a significant influence on the development of language skills in pupils.

In addition, data from questions 15-22 of section B of the teachers in relation to television and the development of English Language competencies, a majority of the respondent indicated that televisions can make a significant impact on pupils' language competency.

It is worthy to note that, this finding is consistent with previous research by Psychologists like B.F. Skinner, and Lev Vygotsky. A study by Van and Rummel (2008) noted that Social interaction plays a fundamental role in the process of cognitive development. Vygotsky felt social learning precedes development. These Behaviorist theorists in their research indicate that the use of technology facilitates mastery learning, social learning, and collaborative learning respectively. This principle states that Learning facilitates discovery learning by providing pupils with stimulating activities or experiences that activate their natural curiosity. This can be possible with the television. After a critical observation or engagement in an experience, pupils are able reproduce what they observed. Children can learn best when they are involved in the learning experience and when they interact with others. In this model, learners participate in an activity through observation, by sharing ideas; draw useful insights, and apply what they have learnt. This study has proven that this model facilitated by television leads to experience learning, providing pupils with stimulating activities or experiences that activate their natural curiosity. After a critical observation or engagement in an experience, pupil cognitive abilities are developed. With the television this model is effective as pupils can get help from their peers when experiencing an activity.

These results are similar to study by Semenov (2005) which states that, the television is useful in education as well as other areas. You can watch or follow a sporting event and simultaneously chat with others on the same screen. These TVs come with a remote-control unit that allows you to scroll, move around the screen and "click" on objects. Semenov (2005) points out that, TV and videotapes add something to learning.

It is helpful in developing listening and speaking skills. A large number of pupils may be benefitted with the programmes of television such as cartoons simultaneously. Most of these films are captivating with songs and rhymes which pull the attention of pupils.

Policy Recommendations

The study reveals that a majority of teachers are casual users of ICT tools. Considering the importance of ICT in education and the world at large. Teachers should undergo pedagogic training on the use of ICT in teaching. Teachers should be encouraged to use ICT tools often in passing out knowledge. Since the study reveals that only a small number of teachers use ICT weekly, I CT should be used more often than weekly as this will improve the quality of education.

Schools should be equipped with a complete ICT unit. Teachers should be sensitized on the importance of ICT in teaching. They should learn to be able to identify their learning needs, define their learning strategies, develop and implement a learning plan and evaluate the learning gained, with or without the help of others (by using ICT tools).

The government and stakeholders should reinforce use of ICT in schools through proper monitoring and evaluation.

Conclusion

There is evidence from the study that, the use of Television has a significant influence on the development of language skills in pupils. The practice of computers has a significant impact on the development of Language skills in pupils. The use of Smart phones/IPad has a significant impact in developing English Language skill in pupils. There is a significant mean difference in development of language competencies for children taught with ICT gadgets and those taught without. Conclusively the use of ICT greatly improves pupils Language competency in institutions in Bamenda III

Municipality. Worthy of note is the fact that the findings of this study are supported by sound theoretical assumptions of learning, approaches and principles. Thus, these results are in general agreement with earlier research indicating that the use of ICT tools have a positive impact in developing English Language Competency in Pupils.

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