

INTEGRATION OF TECHNOLOGIES IN THE TEACHING AND LEARNING OF POETRY WRITING IN IGBO LANGUAGE

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Abstract

This paper sought to identify the technological tools that will be integrated into the teaching and learning of poetry writing in Igbo language in the senior secondary schools in Nsukka Education zone. The design of the study was a descriptive survey research design. Four research questions formulated in line with the specific purposes of the study guided the study. The population of the study was 70 teachers of Igbo language in the Education zone. The instrument for data collection was Integration of Technologies into the Teaching and Learning of Poetry Writing in Igbo language (ITTLPWILQ) which has 21 items and was developed by the researcher. The collection of data was done by administering the instrument on the respondents with the aid of research assistants while mean and standard deviation were used to analyze the data collected. The finding of the study showed that Igbo language teachers do not use appropriate technological tools in the teaching of Igbo language poetry writing, they do not employ some strategies that will increase the interest of the students in learning Igbo language poetry writing, most teachers are not knowledgeable enough in the field of technology and constant electricity failure and poor maintenance of technological equipment

contribute to the lack of sound knowledge of Igbo poetry writing among the teacher and students in Nsukka Education zone. Some recommendations were made based on the findings of the study which include: that government and other proprietors of schools should provide the appropriate technological gadgets to schools to enhance the teaching and learning of Igbo poetry writing, that Igbo language teachers should be sent on training specifically on how to teach Igbo poetry writing, that Igbo language experts should create an application that will enhance the teaching of Igbo poetry writing, and that the government should encourage and reward students who have interest in learning Igbo language.

Introduction

Igbo language is a language spoken mostly by Igbo people in the South-East part of Nigeria. It is one of the three major Nigerian languages recommended by the Federal Republic of Nigeria (FRN, 2013) to be learned in schools. The states where Igbo language is spoken are; Abia, Anambra, Ebonyi, Enugu and Imo. Igbo speaking people can also be found in some parts of Delta, Cross River, Benue, Kogi, Rivers, and Akwa Ibom States.

The primary aim of teaching Igbo language in schools like any other language, is to develop communication skill. In language learning, literature is one of the branches taught at all levels of Education in Nigeria. Literature in Igbo has three genres which include drama, prose and poetry. While drama is written in acts and scenes; prose is written in chapters and paragraphs; poetry is written in lines and stanzas (Ugwu, 2002). The pattern of writing each of the genres makes it distinctive from one another. The definition of poetry could create lots of problems for both teachers and students. The reason being that

poetry as an integral part of literature does not lend itself to easy definition. Eze (2015) stated that poetry in Greek sense means creation. In line with this, Okafor in Ugwueze and Ogenyi (2013) says that the word poetry in Greek word is “*potein*” meaning “to make.” The maker is called a poet and what he makes is called a poem. Mmaduakor (2001) defines poetry as a charged utterance at a particular moment in time, when a person is emotionally excited whether organized in writing or spoken by the praise-singer. It is an utterance charged or spoken in our hearing, it illuminates and most often leads to better of a person’s experience. Poetry deals with diverse ideas and themes.

Poetry as one of the genres of literature is defined by Nwadike (2003), as work of literature is artistic endeavor put in an organized language packaged in unique style with a deep structural emotional sense. The writing technique adopted and the stylistic language adopted in embellishing the work of poetry that makes it different from other literary genres. Ifeagwazi (2010), affirms that poetry is something that touches people’s lives, their dreams, their prophecies, their academic prowess and other people’s experience that they put down in writing. However, poetry is a literary work in which the expression of feelings and idea is given intensively by the use of distinctive style and rhythm. The study of poetry leads to creative thinking and logical reasoning. Poetry heightened vocabulary content, increase pleasure and experience. Ugwu (2002), sees poetry as the beautiful arrangement of words in lines. This means that such beautiful arrangement of words in lines is an aesthetic and stylistic way of writing a poem.

Igbo poetry is a piece of writing that expresses emotions, experiences and ideas in short lines using Igbo words that rhyme. Igbo poetry is the means through which the Igbo poet – a kind of diviner, seer, teacher, makes his influence felt in his community.

Igbo poetry is taught in two forms which include oral and written poetry. Oral or traditional poetry are those poems that are rendered by words of mouth. Eze (2010) defines oral poetry as being a verbal art. The basic idea is that in composition and performance, oral poetry is delivered by words of mouth. Written or modern poetry are poems that are written down by people. Written Igbo poetry started with the publication of *Akpa Uche* edited by Ekechukwu, R.M. contributed by (13) thirteen poets. There are different kinds of poetry whether they are oral or written, which include elegy, dirge, epic, epigram, and ode, sonnet, didactic, lyrical and others.

In teaching Igbo poetry, the above mentioned kinds of poem are taught to students in Igbo language in the modern times, however, poetry has responded more to the expressive possibilities of poetic idioms and convention in different tradition. Igbo poetry through the use of poetic devices sharpened the reader's critical faculty. Maduakor (2001), posits that poetry is the expression of the whole man. It contains ideas and reflects society because man live in a society and have ideas. But it is also emotional and irrational because man is so. Igbo language poetry is a hard nut to crack by students which lead to their poor achievement. Evidence from WAEC Chief Examiners Report (2015, 2016, and 2017) states clearly that most candidates avoided questions on Igbo poetry (Abu) either that they were not taught well or that they did not understand what their teachers taught them.

Nwadike in Ude and Eze (2019) observes that the teaching of Igbo poetry has collapsed in both primary and secondary schools. He notes that many teachers do not teach Igbo poetry because they lack sound knowledge of the language and thought in Igbo poetry. While in other places or schools where Igbo poetry is taught, it is not taught well let alone teaching them how to write Igbo poetry. This means that

some teachers are not competent enough to teach Igbo poetry hence the need to integrate technologies into the teaching of Igbo language poetry writing in senior secondary schools in Nsukka Education zone.

Technology is the application of scientific knowledge to the practical of human life, or as it is sometimes phrased to the change and manipulation of the human environment (<https://www.britanica.com/te>). Integration of technology into education simply refers to the use of technology to enhance the students' learning experience. The implementation of technology also creates pathways for the differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate (<https://drexel.ed>resource>advice>).

The importance of technology in the teaching and learning process cannot be over emphasized. The first and foremost purpose that technology serves is communication. Tyler (2015) asserted that social media and other technological applications have brought families together. In teaching and learning, he opines that students like to be interactive and learning through technology has now become part of their lifestyle. Igbo language teaches integrating technology in the teaching of Igbo language poetry writing will make the students to be engaged constantly outside the classroom. Because technology is now the order of the day, students know technology better than most adults. It has become the easiest way they learn, because, it is such an integral part of their life. Engaging with technology in the classroom has not only helped them learn better but they also acquire multi-tasking skills. As this day in age, they hardly know how to learn without it. This knowledge is important, because they would be way behind in the real world without it. Robert (2002) states that poetry is written to share ideas, express emotions and create imagery. Poets choose words for their meaning acoustics, arranging

them to create a tempo known as the meter. Some poems incorporate rhyme schemes with two or more lines that end in like-sounding words. There are so many ways to integrate technology into the teaching of poetry writing. A teacher can have the students type their poetry. There are number of free and websites that can be sued to help students write poetry such as Readwrite think which is student oriented and guide students through the writing process. It makes the students brainstorm words and track the number of syllabus in each word. On the last page, students fill in the template and track the correct number of syllables for each line. Scholastic site has poems and students select words to complete the poems. It is labeled interactive whiteboard reading because it is attractive to teachers. It is also younger students or struggling poetry writers. This site will be beneficial to Igbo language teachers such that, it will increase the interest of students in learning poetry writing.

Example from “*Utara Nti*” Nolue Emenanjo Ajo Nwaanyi.

Ajo nwaanyi puo n’ulo **The Poem**

O di ka uguru _____

O di ka uguru juru

Ajo nwaanyi bata _____ Ajo nwaanyi bata n’ulo

Ulo enwuru _____

Ulo enwuru oku

O saghee onu kwue _____

O saghee onu kwue

uka

O na-esi ka _____

O na-esi ka nsi

Onu ya na-agba ka _____

Onu ya na-agba ka

ukpaka

Ire ya bu oku

(n’ulo, juru, oku, uka, ukpaka, nsi) (pg.18)

A blackout poetry method can also be used to encourage the students to discover a poem inside a passage of prose. For example, using a prose passage in Chinedu Ofomata’s prose “A

chọwa isi Ochu” (pg.217) “Chigozie nwa m, onye a si ya hapu ka o ji marakwa na ihe o na-eme adighi mma. O kwa gi no nwayo ugbo a ka onye anaghi ekwu okwu. Onye ohi! Ekperima! O bu otu ha si eme! E kwuwe okwu banyere ha, ha anorochoa nwayo ka ihe anaghi emepia nnu. Chigozie, ekperima di ka gi adighi! Gee m nti ugbo a ka m gwa gi! I ga-eche na o bu nne gi na nna gi ka i na-emeta mana o bu onwe gi ka i na-egbu. O burukwa na I mere ihe a gawa n’ihu, i matakwa na o bu ebe I siri puta uwa na-akposi gi oku ike. Nwata a na-akuru egwu usurugada o na-agba marakwa na usurugada bu egwu ndi mmuo. Ihe onye o bu na-eme n’uwa a bu onwe ya ka o na-eme. Nwa m, onye a na-azo ndu kara zowa onwe ya. O gwula ka o ha m n’onu. Unu anwuchula.” The poem that can be deduced from it;

Onye ohi! Ekperima!
 O bu otu ha si eme
 E kwuwe okwu banyere ha
 Ha anorochoa nwayo
 Ka ihe anaghi emepia nnu.

Gee m nti ugbua ka m gwa gi!
 I ga-eche na o bu nne gi ka i na-emeta
 O bu onwe gi ka i na-egbu
 O burukwanu na I mere gawa n’ihu
 I matakwa na o bu ebe I siri puta uwa
 Na-akposi gi oku ike.

Nwata a na-agbara egwu usurugada
 O na-agba
 Marakwa na usurugada bu egwu ndi mmuo
 Ihe onye o bu na-eme n’uwa a
 Bu onwe ya ka o na-eme
 Onye a na-azo ndu
 Kara zowa onwe ya. (pg. 217 paragraph 1)

The teacher can ask Igbo language students to collaborate with their own classmates through technical application. With the aid of computers tablets, laptop and other forms of technology, the teachers and students are exposed to multiple resources that is not in the book. They not only keep students engaged with exciting new features and applications, but also have other ways to teach students. Every student learns differently and technology helps with this gap as well. WAEC Chief Examiners Report 2014, 2015, 2017) states that most students preferred questions on prose passages to poetry passages. The few candidates that attempted the poetry passage instead of translating it as poetry changed the entire structure to prose which was not supposed to be so. This is serious because how students perceive Igbo poetry that is how they will not be interested in writing Igbo poetry.

Literature shows that students perform poorly in examinations in written Igbo poetry. While some students find it difficult to identify elements in some written Igbo poems, others complain that the figurative language employed by some poets is not easily understood. WAEC Chief Examiners Report (2016) states that most candidates do not answer questions in written Igbo poetry, either that they were not taught or that they did not understand what was taught theme. Consequently, some teachers are no longer motivated to dig deep and understand the major ideas or themes of a particular poem so as to comprehend and transfer the knowledge to the students let alone teaching them how to write poetry.

Based on the foregoing, students' performance in written Igbo language examinations at the senior secondary school certificate examination in Nsukka Education zone to over the years have not been encouraging since most of the do not answer questions asked on written Igbo poetry, and those who attempted them failed. This means that some teachers are not competent enough to teach Igbo poetry hence the need to

integrate technologies into the teaching of Igbo language poetry writing in senior secondary schools in Nsukka Education Zone.

The general purpose of the study is to find out how technologies are integrated in the teaching of Igbo language poetry writing in Senior Secondary Schools in Nsukka Education zone of Enugu State.

Specifically, the study intends to find out:

1. Which technologies are available for the teaching of Igbo language poetry writing?
2. How Igbo language teachers are knowledgeable of the technological tools appropriate for the teaching of Igbo language poetry writing.
3. The extent to which the Igbo language teachers employ technological-based ideas to encourage students to learn Igbo language poetry.
4. The problems militating against the effective use of technology in teaching Igbo language poetry writing.

The following research questions were formulated to guide the study;

1. To what extent are the technological tools available for the teaching of Igbo language poetry?
2. To what extent are teachers knowledgeable in the use of technological tools appropriate for the teaching of Igbo language poetry writing?
3. To what extent does the Igbo language teacher employ technological-based ideas to encourage students to learn Igbo language poetry writing?
4. What are the problems militating against the effective use of technology in teaching Igbo language poetry writing?

A descriptive survey design is adopted for this study. Nworgu (2006) defines a survey design as one which a group of people or ... are studied by collecting and analyzing data from only a few people or items considered to be representation of the entire group. This method is adopted because it helped the researcher to collect information and opinions of respondents on the integration of technologies in the teaching of Igbo language poetry writing in Nsukka Education Zone of Enugu state. The area of this study is Nsukka Education zone of Enugu State. The zone is made up of three local government Areas which include: Igbo-Etiti L.G.A, Nsukka L.G.A, and Uzo-Uwani L.G.A. It has its headquarters at Nsukka. There are fifty-seven (57) public secondary schools in the zone. The area was chosen because the researcher observed that the areas has not been doing well in Igbo poetry. The population of the study is seventy (70) Igbo language teachers. The researcher choose senior secondary Igbo language teachers because they are the ones that train senior secondary students that will take SSCE in due course. The figure was collected from PPSM, statistics unit of Nsukka Education zone. The researcher will not sample the population because they are small in number and it is manageable. The instrument used for the study was questionnaire on the integration of technology into the teaching of Igbo language poetry writing (QIOTTOILPW). The instrument was developed by the researcher and it has twenty-four (24) items. The instrument was designed to take care of the four research questions that guided the study. The instrument was designed on a four-point rating scales of: Strongly Agree (SA) = 4points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The researcher administered the instrument on the Igbo language teachers who were asked to tick any option of their choice. The researcher administered the questionnaires personally to the teachers. Mean and standard deviation were used by the researcher to analyze the data collected for the study. 2.50 is

the criterion for acceptance while any item with mean score less than 2.50 was rejected.

Results

The results of this study are presented in tables 1 – 4 as follows:

Table 1: Technological tools available in schools for the teaching of Igbo language poetry writing

S/N	Item statement	SA	A	D	SD	$\bar{X}$	STD	Decision
1.	There are tablets in our school	5	3	7	55	1.40	.85	Rejected
2.	There are many laptops in our school	4	1	35	30	1.70	.77	Rejected
3.	There are enough iPad touch in our school	4	1	35	30	1.70	.77	Rejected
4.	There are computers in our school	25	5	25	15	2.57	.19	Rejected
5.	There are CD-ROM in our school	2	1	45	22	1.76	.62	Rejected

Table one shows that lack of technological tools in the senior secondary school is a very serious challenge facing the

6.	There are enough DVD in our school	5	2	47	6	2.09	.63	Rejected
	Grand Mean					1.8		

teachers in the teaching of Igbo poetry writing in schools. Items 1 – 6 had mean scores of 1.40, 1.70, 1.70, 2.57, 1.76 and 2.09 with standard deviation of .85, .77, .77, .19, .62 and .63 respectively. The grand mean of 1.8 showed that non availability of technological tools was a very big challenge in the teaching of Igbo language poetry writing among the teachers of senior secondary schools in Nsukka Education zone.

Table 2: To what extent are teacher s knowledgeable in the use of technological appropriate for the teaching of Igbo language Poetry writing?

The result from table 2 shows that most Igbo language teachers are not knowledgeable in the use of technological tools appropriate for the teaching of Igbo language poetry writing. Items 7 – 12 had mean scores of 2.0, 1.60, 1.59, 1.59, 1.48 and 1.38 with standard deviation of .00, .84, .77, .79, .85 and .66 respectively. The grand mean is 1.68 showed that Igbo language teachers not knowledgeable in the use of technological tools in the teaching of Igbo language poetry writing poses a big challenge in the teaching of Igbo language poetry writing in secondary schools in Nsukka local government area.

Table 3: The extent Igbo language teachers employ technological-based ideas or strategies to encourage students to learn Igbo language poetry writing

S/ N	Item statement	S A	A	D	S D	$\bar{X}$	S T D	Decisio n
7.	Teachers use readwrite think technology to guide students through the writing process	-	-	2 5	45	2.0	.0 0	Rejecte d
8.	Teachers use poetry creator app in guiding students in creating a poem from the word magnet provided.	2	7	2 1	40	1.6 0	.8 4	Rejecte d
9.	Teachers use rhymer website to teach the students how to choose what type of rhyme needed.	1	9	2 0	40	1.5 9	.7 7	Rejecte d
10.	Teachers teach the students how to use rhymer block site to save their work that allows them to share the poem they have written	3	7	1 0	50	1.5 9	.7 9	Rejecte d

11.	Teachers teach student Igbo poetry writing by asking them to select words to complete their poems using scholastic site.	1	3	1 6	40	1.4 8	.8 5	Rejecte d
12.	Students are guided in the use of experience Haiku site to finish their poems.	1	4	1 5	50	1.3 8	.6 6	Rejecte d
	Grand mean					1.6 8		

The result in table 3 shows that Igbo language teachers do not employ technological based ideas to encourage students to learn Igbo language poetry writing. Items 13 – 18 with the mean scores of 1.50, 1.50, 1.47, 1.35, 1.40, and 1.48 with standard deviation of .50, .50, .79, .64, .75 and .88 respectively. The grand mean of 1.45 showed that Igbo language teachers not employing technological based ideas to encourage students to learn Igbo language Poetry writing hampers the students' interest in learning Igbo language poetry writing.

Table 4: The problems militating against the effective use of technology is the teaching of Igbo language poetry writing

S/N	Item statement	SA	A	D	SD	$\bar{X}$	STD	Decision
13.	Teachers give students scrambled poems by putting words into an envelope for them to discover or create organization pattern with the same “ingredients” the poet used.	5	5	10	50	1.50	.50	Rejected
14.	Teachers find a poem with an engaging pattern and share it with the students so that they can copy the pattern of the poet and change the wording.	4	7	9	50	1.50	.50	Rejected

Results from table 4 showed that there are many factors militating against the use of effective use of technology in the teaching and learning of Igbo language poetry. Items 19 – 26 with the mean scores of 3.35, 3.35, 3.47, 3.75, 3.50, 3.07, 3.39 and 3.38 respectively with the standard deviation of .90, .98, .97, .67, .91, .97, .84 and .98. The grand mean of 3.40 showed that faulty equipment supplied to schools,

15.	Teachers read poems out loud with my students then, ask them to read it silently and pick phrase that has staying power.	1	10	10	49	1.47	.79	Rejected
16.	Teachers use poll everywhere online tool to discover the students favourite words which will help them to craft their own poem using those words.	1	3	17	50	1.35	.64	Rejected
17.	Teachers use blackout poetry method to encourage the students to discover a poem inside a passage of prose.	3	2	15	55	1.40	.75	Rejected

18.	Teachers use pin A poem method to help the students to be creative in paring of words and images	4	6	10	50	1.48	.88	Rejected
	Grand Mean					1.45		

inadequate personnel to handle the equipment, high cost of purchasing and installing the technological equipment, power failure, most Igbo language teachers not knowledgeable enough in the handling of the gadgets, lack of maintenance of the gadgets, diversion of funds mend for technological developments in schools and the inability of teachers and students to afford to buy data in order to use the technological appliances poses great challenge in the teaching and learning of Igbo language Poetry writing.

Discussion of Results

The findings of the study showed that most schools do not have the technological tools that will help the teachers in the teaching of Igbo language poetry writing and all these may contribute to the poor performance of students as they do not have positive attitude towards learning written Igbo poetry, let alone learning how to write poems. Nwadike (1990) observed that the teaching of Igbo poetry has collapsed both in primary and secondary schools since many teachers do not teach Igbo poetry because they lacked sound knowledge of poetry.

S/N	Item statement	SA	A	D	SD	$\bar{X}$	STD	Decision
19.	Some of the laptops supplied to schools are faulty	40	20	5	5	3.35	.90	Accepted
20.	There are inadequate personnel to handle the equipment	45	10	10	5	3.35	.98	Accepted
21.	The cost of purchasing and installing the technological gadgets much to schools and they are not able to afford the cost.	50	10	3	7	3.47	.97	Accepted
22.	Power failure interrupts practices during the use of the technological gadgets.	60	5	3	2	3.75	.67	Accepted
23.	Most of the Igbo language teachers are not knowledgeable enough in the use of the gadgets	50	10	5	5	3.50	.91	Accepted

24.	Lack of maintenance of the gadgets poses a treat to its use.	30	20	15	5	3.07	.97	Accepted
25.	Diversion of fund meant for technological development in schools is a problem in Nigeria education system	40	20	7	3	3.39	.84	Accepted
26.	Most teachers and students cannot afford to buy data as most of the Apps consume a lot of data	45	10	10	5	3.38	.98	Accepted
	Grand Mean					3.40		

Again, this study shows that Igbo language teachers do not use appropriate technological tools in the teaching of Igbo language poetry writing which as a result, students are not interested in answering questions in written Igbo poetry as stated by the WAEC Chief Examiner's Report (2016) at students avoided questions on written Igbo poetry and preferred the prose passage, though the poetry passage appeared easier which may be as a result of the fact that students have already developed cold attitude towards poetry and as well feel that poetry is a hard nut to crack. The implication is that Igbo

language teachers do not use technology to teach students writing Igbo poetry for easy understanding which make them prefer prose to poetry. Readwrite think, poetry creator app, Rhymers website, Rhymers Block App, scholastic site and Experience Haiku sites are all the technological applications to be used by the teacher to enhance the teaching of Igbo language poetry writing but most of the teachers lack the knowledge of those Apps. As a result of these, the students were not interested in poetry learning.

Additionally, most teachers do not employ some strategies that will increase the interest of the students in learning Igbo poetry writing. The use of scramble poem, a copy change, read out loud, poll everywhere, blackout and pin a poem strategies or ideas employed by a teacher will be of great interest to the students, but most of the teachers were not employing those strategies in the teaching of Igbo language poetry writing. This may be as a result of teachers' lack of sound knowledge in teaching of Igbo poetry. The observation of Nwadike (1990) show that the language of poetry which is diction makes the understanding of Igbo poetry difficult to teachers hence diction will equally be a barrier to the students' understanding of Igbo poetry.

Furthermore, lack of experts in the field of technology, constant power failure, lack of knowledgeable teachers, poor maintenance of equipment, lack of funds by the students, and teachers' non-availability of technological gadgets also contribute to the lack of sound knowledge of Igbo poetry among the teachers and students. Besides, that Igbo language poetry was not taught well in some schools according to Nwadike could be that there were no technological gadgets to be used by the teachers in the teaching of Igbo language poetry writing in secondary schools in Nsukka Education zone.

Conclusion

This study has shown that the Igbo language teachers in Nsukka education zone cannot teach Igbo language poetry writing effectively because of the reasons which include non-availability of technological gadgets, teachers not knowledgeable enough on the use of technological gadgets, teachers inability to employ different technological based strategies in teaching Igbo language poetry writing constant power failure, poor maintenance of gadgets by the schools concerned. All these contributed to the poor performance of students in learning Igbo poetry writing in schools.

Recommendations

Based on the findings of the study, the researcher recommends the following;

- The government and other school proprietors should provide the appropriate technological gadgets to schools to enhance the teaching of Igbo language poetry.
- That Igbo language teachers should be sent on training specifically on how to teach Igbo poetry writing.
- That Igbo language experts should create an application or Applications that will enhance the teaching of Igbo poetry writing.
- That government should encourage and reward students who have interest in learning Igbo language poetry writing.

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