
Context Matters

— RESEARCH GRANTS —

2022-2024 Context Matters Awarded Grants (Round 5)

Research title: Impact of Teachers' Training on Use of E-Portfolios and Digital Inquiry-Based Information Technology and Pupils Literacy Abilities

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Research location: Benue State, Nigeria

Research dates: March 2023 – January 2025

Research Summary:

Improving the reading and writing skills of primary school learners is a common challenge. Many struggle to acquire these fundamental skills, hindering their ability to both learn and communicate effectively. Often, this challenge stems from the instructional strategies and materials chosen by teachers, which fail to emphasize the process-oriented nature of literacy and its role in meaning-making. Furthermore, the reluctance of teachers to embrace ICT-related strategies exacerbates the issue. Introducing e-Portfolios and Inquiry-Based Information Technology (I-BIT) strategies in grade six of public primary schools holds the promise of enhancing literacy skills, promoting student engagement, and enriching comprehension. This research seeks to address these challenges by introducing e-portfolios and Inquiry-Based Information Technology (I-BIT) strategies as tools to enhance the literacy abilities of grade six pupils in public primary schools in Benue State, Nigeria. Existing research and observations suggest that ICT resources in primary schools in the study area are underutilized, with some lacking access to such facilities. The study's primary objective is to train English language teachers in using e-portfolios and digital media I-BIT to enhance literacy skills in pupils aged 10-12. This approach is relatively new in Nigeria, particularly in Benue State, where limited previous research has explored its potential. The study is therefore motivated by the dearth of ICT usage, exacerbated by the COVID-19 pandemic.

The study comprises two main parts. First, there will be a two-week training for English language teachers conducted by three experts and one ICT specialist. The training will cover how to guide students in creating e-portfolios, effectively using ICT and I-BIT in teaching, and addressing potential challenges. The training will also include micro-teaching sessions. The second part of the study involves a pre-test, post-test, and control group quasi-experiment conducted over a 12-week term. The 21 schools will be randomly assigned to three groups: E-Portfolios, I-BIT Experimental groups, and one Conventional Strategy group. Each experimental group will further be divided into low, moderate, and high achievers based on pretest results, ensuring a tailored approach to the students' abilities.

Four instruments, including the Reading Achievement Test (RAT), Writing Achievement Test (WAT), Pupils' and Teachers' Interview and Self-Assessment Protocols (PTISAP), and Teachers' Observational Rating Scale (TORS), will be used for data collection. Descriptive and inferential

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statistics, such as mean, percentages, bar graphs, t-tests, and ANOVA, will be employed for data analysis. The findings of the study will benefit various stakeholders in education, including literacy leaders, pupils, researchers, curriculum planners, and professional bodies, among others.

Prof. Chinwe Anthonia Muodumogu, PhD, is a distinguished Professor of English Language/Education at Benue State University in Makurdi, Nigeria. Her academic career encompasses teaching language methodology courses, focusing on reading and literacy skills as well as content area reading strategies, spanning from undergraduate to PhD levels. Her research interests encompass a broad spectrum, including early literacy, family literacy, comprehension instructional strategies, meta-cognitive strategies, and adolescent literacy. She is the Editor-in-Chief for two professional journals and serves as a member of the Editorial Board for three other professional journals. Beyond teaching and research, Professor Chinwe previously served as the President of the Reading Association of Nigeria and Director, Gender Studies Centre, Benue State University. She is a member of the Global Taskforce on Restructuring of the International Literacy Association (ILA) and a member of the International Development Committee in Africa (IDC-A), an umbrella organization of reading associations across African countries.