Effect of Employing Digital Language Laboratories (DLL) in English Instruction on Students' Performance; An Instructional Strategy in Technology of Education

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Abstract
This study investigated effect of utilising Digital Language Laboratories (DLL) in English instruction on the teaching of English as a foreign language. The study embarked on the use of DLL features as an instructional material for effective strategy how DLL features could engage students in learning without stress and improve their oral English. The researchers adopted quasi experimental design, which involved the use of pre-test and post-test design. One research question and one hypothesis were tested. A total of 120 students from two intact classes in selected Lagos State Secondary Schools were used for this study, the instrument had a reliability index of 0.85. The finding of this study revealed that there was no statistically significant difference between the effect of using Digital Language Laboratory and traditional method of teaching on Oral English Communication attitude of students. It was concluded that oral English Communication attitude of students can be improved not only through the use of DL, but a combination of other relevant media.

Key Words: Digital Language Laboratories, English Instruction, Instructional package, English Language, quasi experimental design

Introduction

The main concern of the education business is to produce educated individuals whose education and skills would be useful for people and the society in general. Also, to produce individuals who would exhibit right culture, manners and correct way of doing things. This could only be achieved through the use of proper instructional strategies. In order to make education productive, right instructional strategies should be put in place. There should be resources and gadgets that would arouse the interest of learners. According to Olawale (2013) instructional materials are a systematic, integrated organization of machines; hard wares, soft wares, human and materials resources to provide solution to problems in education. Instructional materials are support-devices through which knowledge, skills, attitude, ideas, beliefs and values got transmitted to the learner with little or no effort, teacher use these materials in order to ease teaching–learning process. To ensure an effective teaching learning process, instructional tools should serve as support for knowledge acquisition because they go hand in hand with the achievement of the related desired objectives. The quality and quantity of knowledge acquired by learners have often been said to be highly consonantal with the quality and effectiveness of the instructional materials used which should be technological in nature. Technological instructional media are categories of instructional materials and equipment that are of Information and Communication Technology in nature, they are always utilized for easy transmission and assimilation of information such as the one recorded on film and phonograph recordings. Other devices include punched cards and various types of automatic apparatus (Bizimana and Orodho, 2014)

Instructional media evolve on daily basis they have gone beyond the level of paper graphics and charts they are at the level of teaching machines and technologies in which different gadgets are always put to use. These days technology materials for instruction are not limited to charts and other printed materials they have advanced and have cut across software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and data bases. Technology materials could be seen as the new trend of instructional materials in which some electronic gadgets are designed for use by pupils and teachers as learning resources (Bisiriyu, 2016). It has been recommended that software and browser platforms should follow the growing demands for school technology that supports digital learning (Florida Department of Education, 2015). With these media, learning objectives are easier to achieve because they aid students to acquire the right skills and knowledge

One must not run away from the fact that tutoring children is a mode of passing across required skills to prevail over life challenges and turned them to responsible adults. Acquisition of skills for good communication is indispensable for the success of any academic endeavour but also to reach out to people in the society, children have first to speak their language because language is a solid preference for daily activities and motivation for instruction (Richard, 2008). English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning is a prerogative for any Nigerian students who want to embark on any aspect of formal education for life endeavour, apart from having the knowledge of English language, it is equally important for students to master their expression especially when English words are required, it is a prerequisite for them that English words should be pronounced correctly and that their presentation should be articulated. It was discovered that explicit metacognitive instruction in early literacy instruction positively impacting has a valuable role as an effective strategy to enhance more metacognitive knowledge in students especially in oral reading **(**Pratt and Martin 2017**).**

The main role of digital language laboratory is to give students the opportunity to have basic instruction on language learning and opportunities to practice oral communication very well (Patel 2014). Being tutored in the correct ways of pronouncements of words students would have prospects to accomplish a wide range of goals, have confidence to speak anywhere and also become useful members of their communities. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives hence oral communication fulfils a number of general and discipline-specific pedagogical functions. Utilising digital means at this level will make manifestation of skill in correct pronunciation and coherent speech, it will lead

to meaningful interpersonal relationship at local and international level. Interrelationship among people would not be effective if there is a bridge in the means of relationship particularly the decent skill of language communication (Bagheri, M. and Zenouzagh, 2021)

Speaking is a responsibility; a man's style of speech could mar or make him, when an individual speech is so repulsive it could make him to experience a form of segregation one way or the other. Speaking is the modes of communication most often, used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future, work-places, social interactions, and political endeavours. Therefore, they should realise as they grow up that they would have responsibilities of meetings to attend, presentations to make, discussions to do, arguments to participate in and groups to work with. Flawlessness in the language of expression with good idea reveals the quality of the speaker which strengthens the speech and makes it worthy of consideration (Aguilar, 2021)

In recent times technology in instruction has gone to another level, it is obvious that computers are imparting seriously on the different discipline of education in general and on language teaching in particular. Digital technology is one of the advancements in the use of technology that is why Digital Language Laboratory (DLL) house electronic devises which when used improve student's ability to communicate very well, it is a technological aid for learning which has a number of advanced means that could facilitate learning of oral language with proficiency and effectiveness, therefore it requires that it should house the needful and be used judiciously (Marzuki 2014).

It is expected that Digital Language Laboratory ought to provide series of relieves for language teachers to teach effectively, the electronic devices used in the DLL stimulate the eyes and ears of the learner to acquire the language quickly and easily. Buska, Latif, Risnita, Anwar-Us and Prihartini (2020) found that the language learning process through the laboratory increased the students' listening and speaking skill. This has in turn led to paradigm shifts not only in the way teachers teach English but also in the methods teachers choose to deliver different concepts.

It is globally acknowledged that language is the basic tool of expression and communication, despite the fact that English is taught as a Second language in most English colonised country. For instance, in India, it was stated that various trends and challenges had been pondered on how to understand the difficulties in learning the language in spite of having it as a subject for so many years (Kalapoorna and Prajna 2018).

In Nigeria, it is seen as an academic language throughout the whole curriculum of the country, as a former colony of the British, English is the official language of the country as it serves as a language for most interactions. It has been observed that the curriculum of the present educational system in Nigeria does not give preference for laboratory instruction especially arts subjects. This leads to lack of using DLLs in most Nigerian Secondary schools and this eventually affects the process of teaching English in general especially oral aural English skills in particular. The shortage of not using Digital language Laboratory affects the effectiveness oral aural process in a way that does not enable a learner of English to recognize sound, stress, intonation and the different aspects of connected speech.

Teachers can make oral English classes more communicative by encouraging students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively (Al-Issa & Al-Qubtan, 2010). Students would not be motivated to learn if the required resources are not available and if teachers could not create enough time to do what is required of them. Another problem associated with learning English language as a second language is anxiety by the learners. This type of anxiety seems to be dependent upon the context of the interaction and how fears of negative evaluation, test anxiety, communication apprehensions, and identity issues affect the self-efficacy and appraisals of the students involved. (Khajloo 2013). In view of all these stated factors the researcher embarked on studying effect of utilizing Digital Language Laboratories in English instruction; an instructional strategy in technology of education

Research Question

1. Is there any statically significant difference between the use of Digital Language Laboratory and traditional method of teaching on Oral English Communication attitude of students

Research Hypothesis

This research Hypothesis was tested through this Study:

$H_{O1:}$ There is no statically significant difference between the use of Digital Language Laboratory and traditional method of teaching on Oral English Communication attitude of students

Significance of the study

Given that the nature of the current global trend as it concerns education especially in the 21st century, it is imperative that a study of this magnitude is undertaken.

This is to ensure that a country like Nigeria is given insight into current educational trends and as such tap into its efficacy thereby make-better the system.

The relevance of Digital Language Laboratory on oral English communication in secondary school students is made known.

The significance of using DLL features in enhancing learners' oral aural skills and highlight ways of developing students Oral English Proficiency would be made to transform speaking skill.

The study will expose the effect of DLL features as an instructional material package; how these features can engage students in learning without stress; acquire independent learning skills especially in oral English Communication.

Methodology

The research design for this study is mix methods which is the use of interview and quasi -experimental design. The study population consisted of Senior Secondary School Students in Lagos State. Twon intact classes were used for the study.

The instruments used for the collection of data

was achievement test, questions were selected from past WAEC questions. The instrument was presented and discussed with experts in the field who ascertained that the items therein measure what it set out to measure before its administration. The instrument was subjected to reliability, to obtain the reliability of the instrument; test-retest method was used. For the pilot study, the instruments were administered and conducted to some neutral sets of students in two selected schools twice at different intervals. The results from the two tests were subjected to reliability test using the Pearson Product Moment correlation coefficient in order to ascertain the reliability of the study. The correlation coefficient is at 0.85

After ensuring the reliability and validation of instruments, the sample students were exposed to teaching. After a prior approval of the schools, the two intact classes were given pre-test, both groups were exposed to treatments by the researchers with the assistance of school teachers; the experimental group was taught with the aids of Digital Language Laboratory while the control group was exposed to traditional method of teaching.

Presentation of Result

$H_{o1:}$ There is no statically significant difference between the use of Digital Language Laboratory and traditional method of teaching on Oral English Communication attitude of students

Table 1: Group Statistics

	method_teaching	N	Mean	Std. Deviation	Std. Error Mean
effect_of_digital_lang_lab	1.00	60	38.4500	5.38178	.69478
	2.00	60	47.1167	4.50646	.58178

Table 2: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
effect_of_digital_lang_lab	Equal variances assumed	2.823	.096	-9.564	118	.000	-8.66667
	Equal variances not assumed			-9.564	114.468	.000	-8.66667

Table 1 shows the mean score and standard deviation of the group statistics of the two different methods of teaching. The mean scores of traditional methods of teaching are 38.4500 and for Digital Language Laboratory 47.1167. The standard deviation for of traditional method is 5.38178 while that of Digital Language Laboratory is 4.50646. In table 2 independent sample test indicates. .096, level of significance. This an evidence that there is no significant difference between the two methods of teaching; the traditional method of teaching and Digital Language Laboratory method of teaching. in view of this the null hypothesis which state that there is no statically significant difference between the use of Digital Language Laboratory and traditional method of teaching on Oral English Communication attitude of students is upheld

Discussion of the Finding

From the results shown in table 1 and 2, the null hypothesis was not rejected which means that access to Digital Language Laboratory is not significant enough to bring a serious difference in the academic performance of the two groups. This finding negates Eze. and Oga (2014) who found that digital language laboratory method of teaching oral English was significantly more effective than the presentation method. This might appear a little strange when one considers the fact that apart from the regular conventional method, with digital language laboratory there should be a high difference in performance when one compares these two strategies the use of Digital Language Laboratory and traditional method of teaching. Technological gadgets in the classroom could come with a lot of the unexpected manifestation which could be as a result of the trends in the use of media (Alabi, Akindoju, & Akintolure 2017),

In addition, the result in this study presents a fact about the relevance of the different technological\ means and social media that are in vogue in this age. There are other media platforms that students use regularly where students probably might have learnt how to pronounce and speak English Language correctly, which is a pointer to the fact that the selected samples used for the control group in this study might have access at home to modern media especially social media that could enhance their speaking skill. This goes to prove that the role of technology for knowledge acquisition was has brought a dramatic change on how they could make students acquire skill without been conscious of it. This is in agreement with Jalaluddin (2016) and Syafiq, Anwari & Oktaviana (2021) who discovered that YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skill. Other avenue to learn proper pronunciation is interactions among peers. Motteram, (2013), stated that two Japanese researchers in social study and English education, formulated a four-

year international school linking project to facilitate learning between local students and peers from schools in other countries Video conferencing – Developing spoken language skills and cultural understanding between Japanese and Australian students, in their assessments they found that the confidence and motivational level of the sampled students rose because of the use of authentic oral language with the native speakers. Students also developed a keener interest in global issues, as well as stating that a desire to find out more about their peers was highly motivated; they stated that they needed to pay special attention to their oral presentations to ensure that they were both clear and interesting to their peers.

Conclusion:

Based on the statistical analysis of the data, it was concluded that oral English Communication and reaction of students can be better improved through the use of not only DLL but some other social media.

The result of the finding has clearly shown that the level that digital language laboratory affects students' oral presentation is not significantly different from other methods.

Recommendations

On the basis of the findings of this study and conclusion, the following recommendations were made:

Firstly, in order to achieve proficiency in oral English communication attitude of students, at least government should ensure that enough Digital Language Laboratory as well as other media platform are made available and are well equipped in each educational district.

Stakeholders and head of schools should ensure that secondary school students and teachers especially are accessible to Digital Language Laboratory and use other gadgets along the line.

School authority should see to the fact that the time-table as provided for in the curriculum on listening practice are strictly adhered to.

More so, the interest of students should be aroused and stimulated in oral English by both parents and teachers, communication through practical learning in a digital language laboratory should not be taken with levity.

Furthermore, school management system should ensure that English language teachers' attend seminars and workshops in relation to the use of Digital Language Laboratory.

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English Language Teachers' Pedagogical Content Knowledge in Selected Secondary Schools in Oyo State: Motivation and Perception of Teaching as Catalysts

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Abstract
The study investigated motivation and perception of teaching as correlates of English language teachers' pedagogical content knowledge in selected secondary schools in Oyo State, Nigeria. The study adopted the descriptive research design of correlational type. Thirty (30) public senior secondary school were selected from Ibadan Southwest Local Government Area of Oyo State. Two English language teachers were selected from each school making a total of sixty (60) English language teachers. The instruments used were Teacher Motivation Scale (r=0.80), Teachers Perception of Teaching Questionnaire (r=0.78) and Teachers' Pedagogical Content Knowledge Rating Scale (r=0.76). Data collected were analysed using Multiple Regression Analysis. The results showed that there was a positive significant relationship between teacher motivation and their pedagogical content knowledge (r = 0.44), while teacher perception had no significant relationship with their pedagogical content knowledge (r = -0.11). It was revealed that there was a joint contribution of the two independent variables (motivation and perception of teaching) on teachers' pedagogical content knowledge (Adjusted R^2 = 0.16). ($F_{(2, 57)}$ = 6.69). The result showed that only teacher motivation contributed relatively to teacher pedagogical content knowledge (β = 0.42; t = 3.55), while teachers' perception of teaching did not Based on the findings of this study, it was recommended that teachers should be properly motivated to strive for improved pedagogical content knowledge.

Keywords: Motivation, pedagogical content knowledge, perception, English language teachers

Introduction

English language is unique in Nigerian education because of the significant roles it plays. It enhances students' educational attainment and improves their communicative competence. Nigerian government made it a core and compulsory subject for students in Nigerian school. The importance of the language in Nigeria educational system cannot be over-emphasized because it plays a crucial role. Apart from being the medium of instruction, especially at the upper primary, secondary and tertiary levels of education, it is also the language of the textbooks (Ezeokoli, 2005). Good performance in English language is the key to getting admitted into tertiary institutions and getting decent employment in the country. Since proficiency in the language is mandatory for academic and career advancement, efforts must be made to ensure teaching and learning of the subject is effective.

The quality of English language teaching and learning depends largely on the competence of teachers and capacity to motivate and encourage their students to reach their desired goals. English language teacher is a factor that can lead to low achievement of students in English language examinations because English language teachers are the pivot of students' good performance in the subject. Shulman (1987) views pedagogical content knowledge as teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. Shulman further proposed several key elements of pedagogical content knowledge: (1) knowledge of representations of subject matter (content knowledge); (2) understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter; and (3) general pedagogical knowledge (or teaching strategies). To complete what he called the knowledge base for teaching, he included other elements: (4) curriculum knowledge; (5) knowledge of educational contexts; and (6) knowledge of the purposes of education.

Teachers' pedagogical content Knowledge is one of the most influential factors contributing to students' learning and achievement (Ogar, 2006). Pedagogical content knowledge takes up a prominent role in that it connects subject matter knowledge and teachers' understanding of how to teach contents to students. Thereby, pedagogical content knowledge is the knowledge to make subject matter accessible to students (Kleickmann, Richer, Bunter, Elsner, Besser, Krauss and Baumert, 2013) and is understood as combination of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding (Shulman, 1987).

Teacher's PCK is a combination of pedagogical and professional competence. Teachers are required to have the abilities of: 1) students characteristic, 2) curriculum development, 3) the development of communication and technology, 4) the development of students' potential, assessment system, and learning evaluation, 6). Effort to develop fun learning. The teacher must also be able to: 1) master the learning material, structure, concept, knowledge mindset that support the lesson subject, 2) master the competence standards and basic competences of teaching subjects, and 3) develop the teaching learning materials effectively (Shulman, 1987).

Grossman, Wilson and Shulman (1989) describe pedagogical content knowledge as the knowledge of the subject and its organising structures. Similarly, Ball, Thames and Phelps (2008) argue that pedagogical content knowledge goes beyond the teachers' subject mastery. Teachers' pedagogical content knowledge is usually considered as a necessary prerequisite for cognitive activation (Baumert, Kunter, Blum, Brunner, Voss, Jordan and Tsai 2010; Hill, Rowan and Ball, 2005). It can be assumed that high level of pedagogical content knowledge allows teachers to devise learning environments that challenge and support students' learning processes, with highly knowledgeable teachers being able to anticipate students' difficulties and adaptively respond when students encounter problems. Cognitive as the facets of instructional quality which captures highly structured, cognitively challenging instructional processes (Hugener, Pauli, Reusser, Lipowsky, Rakoczy and Klieme, 2009) and pedagogical content knowledge were found to be highly correlated

(Baumert, Kunter, Blum, Brunner, Voss, Jordan and Tsai, 2010).

Ball, Thames and Phelps (2008) assert that one of the unique features of pedagogical content knowledge is that it bridges the gap between the teachers' content knowledge and the practice of education. This is because pedagogical content knowledge ensures the discussions of content (subjects) are relevant to teaching and that discussions of teaching retain attention to content (subject).

Teachers who possess pedagogical content knowledge can effectively create representations for concepts, recognise students' preconceptions, misconceptions of content and sequence curriculum to enhance students' learning" (Shulman, 1986). It is the knowledge of, rationale behind, planning for, and act of teaching a specific piece of subject matter, in a specific context, to support students' learning of the material Teacher and teaching quality, including teacher knowledge about content and pedagogy, can greatly impact students' achievement (Gess-Newsome, 2015). However, content knowledge alone, while recognised as an imperative knowledge base by researchers, is not the only type of knowledge teachers need to be effective (Baumert, Kunter, Blum, Brunner, Voss, Jordan and Tsai, 2010).

Ajeyalemi (2005) said an effective English language teacher must demonstrate: (a) mastery of the subject matter as well as the philosophy and goals of teaching; (b) mastery of general and subject-specific teaching strategies; (c) knowledge of the learner, learning theories, principles and methods; (d) good personality as a leader and positive attitude to the students and the subject matter. Pedagogical content knowledge depends on an understanding of a particular topic and how to explain it in a way that it will make sense to the students. Pedagogical content knowledge implies, an understanding of ways of representing the subject that make it comprehensive to others and an understanding of what makes the learning of specific topics easy or difficult (Adediwura and Bada, 2007). Pedagogical content knowledge is acquired largely through experience, discussion with more experienced colleagues, imitation, reflection on things heard and seen, attendance at professional conferences and reading teacher journal (Van Driel, De Jong and Velrop, 2002). Lack of motivation of teachers (Ajayi, 2012), Teachers' pedagogical content knowledge (Eggen and Kauchak, 2001) and teaching perception (Harris, 1991).

Studies have shown that students gain a lot when assigned effective teachers with pedagogical content knowledge (Ogar, 2006). Indeed, such findings have led many researchers to assert that lack of effective teachers is a major contributory factor in the performance gap among students. Adekunle (1970) asserts that there is absence of a well-defined objectives, the dearth of trained English language teachers and lack of adequate teaching materials. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebbal and Kahsay, 2011). In order to achieve this, it is expected that an English language teacher should have the knowledge and a high level of understanding of the subject.

Literature have shown that students' performance is heavily influenced by the teacher quality in terms of Pedagogy Content Knowledge than by students' prior academic record or the school a student attends (Ishola and Udofi, 2017). Studies have established that teachers' pedagogical content knowledge has a strong link with general academic success of students. However, much attention has not been given to it. As a way of addressing the problem, researchers have concentrated efforts on how in-service programmes can develop teachers' pedagogical content knowledge and teachers' related factors but much research focus has not been paid on motivation and perception of teaching. Literature indicates that there is a strong link between motivation and teaching perception with specific reference to students' academic achievement but their relationship with English language teachers' pedagogical content knowledge have not been determined. Therefore, it means that there are still more to be done on teachers' pedagogical content knowledge.

However, specific to English language teachers' pedagogical content knowledge is motivation but it seems to be overlooked and much emphasis has not been placed on it. The teacher is central in educational process and his pedagogical knowledge is needed in producing a plan for teaching a lesson. Studies on teacher motivation in Nigeria have highlighted the following facts: One of the main challenges of the teaching profession in Nigeria is the irregular payment of teachers (Amadi, 1983), expeditious payment of salary stimulates allegiance to the profession (Ubom, 2002), delayed payment of salaries engenders unwillingness to work (Ayeni, 2005) and research also shows that apart from monetary rewards, other factors impact dedication to the profession (Youlonfoun, 1992). Growth of teachers' pedagogical content knowledge is dependent on motivation and teachers' perception. Teachers are the centre pieces of any educational system and if their morale is low, they are not likely to perform as expected in the school system.

In any system of education, a key factor that guarantees quality education is the motivation of teachers, which will consequently impact on quality assurance (Ofojebe and Ezugoh, 2010). The attitude of a teacher to work contributes significantly to the success of educational establishments. Also, the effectiveness of students' learning is dependent on the positive attitude of teachers" (Abiola, 2013). Any activity that promotes teachers' happiness, satisfaction, dedication and commitment in a way that engenders their optimum performance in work places to benefit students, parents and society from such services is teacher motivation (Ofoegu, 2004). It is necessary that teachers are motivated for teaching effectiveness as demotivation and non-commitment can impact negatively on the learning of the students and blight their bright prospects (Batool, Sajid and Shasheen, 2013).

Motivation is also a kind of internal drive which pushes someone to do things in order to achieve something (Hammer, 2001). According to Ofoegbu (2004), motivation is all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. Motivation entails enthusiasm that stimulates achievement of goals; the stimulation of the enthusiasm requires sustenance geared towards

achievement of goals (Suslu, 2006). Motivation may be intrinsic or extrinsic (Intrinsic motivation is propelled by an inner drive, which does not entail external rewards, while extrinsic motivation is influenced by external factors) as it plays a vital role in students' achievement and job satisfaction of teachers.

Motivation is an inspiration that propels someone into an action. It is an internal state or condition that activates and gives direction to our thoughts, feelings and actions. It is a psychological drive which has the characteristic of making an individual exhibit certain behaviours but not others. It can be defined to be a driving force that reinforces an action toward a desired goal. It is a construct used to explain the initiation, direction and persistence of behaviour, especially goal-directed behaviour. In the context of instructional innovation, the concept of teacher motivation is used to explain the degree to which teachers invest attention and effort in initiation, direction and persistence of the pedagogical processes (Pritchard and Aswood, 2008).

Motivation has direct implication for the consequences of the performance and its satisfaction. Duncan (1978) on his part asserted that, motivation relates to all aspects of individual behaviour. Atkinson (1961) argues that motivation has to do with the analysis of the various factors which incite and direct an individual's action. For a teacher to perform in a way that will be successful and productive, his behaviour might have to be motivated since it is generally agreed among psychologists that motivated behaviour is often goal oriented. Dessler (2001) describes motivation such as an intensity that a person requires to alternate it in activities. Kelly (1974) sees motivation as forces that take and alternate direction, quality and intensity of behaviour.

Findings have revealed that teachers' motivation determines their instructional behaviour and hence students' outcomes (Butler and Shibaz, 2008; Schiefele and Schaffner, 2015). Among other in?uential factors, particularly teachers' motivation and their enthusiastic and inspiring teaching behaviours seem to affect students' motivational and affective outcomes (Frenzel, Goetz, Leudtke, Pekrun and Sutton, 2009; Kunter and Holzberger, 2013). A number of studies have been carried out on motivation in different sectors of the country. Studies conducted in educational sector have shown that remuneration, promotions and salaries have remarkably impacted on teachers' attitude to their job (Batool, Sajid and Shasheen, 2013). Prompt and adequate payments for the needs of teachers will enhance motivation (Kazeem, 1999).

Teacher motivation positively impacts students' interest. Teachers with higher levels of enjoyment exhibit higher levels of enthusiastic, enigmatic, and animated teaching (Frenzel Goetz, Leudtke, Pekrun and Sutton,2009). Thereby, enthusiastic teaching can be understood as the corresponding instructional behaviour through which teachers' interest as an affectively toned form of motivation is displayed and as such becomes visible during teaching and perceivable by students. If teachers are well motivated and treated fairly, they will be productive, even if they face challenging circumstances. According to Dornyei (2001), four motivational aspects with regard to teacher motivation are first, intrinsic component, which shows that significant correlation between intrinsic motivation and teaching has been established. Second, contextual factors, which demonstrate that environmental conditions also influence motivation or demotivate. Third, temporal dimension which reveals that motivation has been observed in a lifelong career and finally, negative influence, which shows that factors that demotivate the intrinsic characters of teachers have been identified.

The level of teachers' motivation will determine their perception about teaching. A well-motivated teacher will have good perception about teaching. He will be ready to proceed on postgraduate studies and also willing to attend conferences, seminars and workshops. Eggen and Kauchak (2001) view perception as the process by which people attach meaning to experiences. They explain that after people attend to certain stimuli in their sensory memories, processing continues with perception.

Williams (2016) views perception as our way to recognise and interpret information we gathered through our senses. This also includes how we respond to certain situations with the given information. Williams also asserted that besides the collection of information, perception involves active participation of higher cognitive functions responsible for constructing and interpreting ideas. A teacher's perception is formed due to interaction of several factors such as hypotheses, expectations, emotion, motivation and knowledge.

According to Maingi (2015), teachers' perception of teaching includes knowledge of subject matter, appropriate instructional methods and knowledge of the curriculum. A balanced interaction of these three elements provide the teacher with expert teaching knowledge. Solis (2009) said to teach all students to today's standards, teachers need to understand subject matter deeply and flexibly, so that they can help students map their own ideas, relate one idea to another and redirect their thinking to create powerful learning. Teaching perception influences the information that enters working memory. Background knowledge in the form of schemes affects perception and subsequent learning. Research findings have corroborated claim that background knowledge resulting from experience strongly influence perception.

Teachers' perceptions have enormous effect on the successful implementation of quality education in schools, quality of teaching and quality of learning. Harris (1991) observed that within any single subject areas, teachers' perception will influence a range of teaching skills, styles, models and approaches that comprise a teaching repertoire and this will provide a clear framework for describing the teaching activities.

Statement of the Problem

Classroom practices of many English language teachers were not satisfactory especially in terms of pedagogical content knowledge. As a way of addressing this problem, researchers have concentrated efforts on how in-service programmes can develop teacher pedagogical content knowledge and school related factors but they have not paid much attention to motivation and perception of teaching. Literature indicates that there is a strong link between motivation and teacher perception

with specific reference to students' academic achievement but their relationship with English language teachers' pedagogical content knowledge have not received much research attention. Therefore, this study investigated motivation and perception of teaching as catalysts for English language teacher pedagogical content knowledge in selected secondary schools in Oyo State.

Research Questions

1. What is the relationship between the independent variables (motivation and perception of teaching) and teachers' pedagogical content knowledge?
2. What is the joint contribution of independent variables (motivation and perception of teaching) to teachers' pedagogical content knowledge?
3. What is the relative contribution of independent variables to teachers' pedagogical content knowledge?

Significance of the Study

The study revealed the relationship among motivation, perception of teaching and English language teachers' pedagogical content knowledge. This study revealed extent to which motivation and perception of teaching correlate with English language teachers' pedagogical content knowledge. Through the findings of this study, educational stakeholders especially government would be guided on identifying and working on factors that could help or affect English language teachers' pedagogical content knowledge. Also, the study would provide empirical evidence on motivation, perception of teaching and pedagogical content knowledge. This would in turn, lead to providing improvement guide for teaching and learning in schools. This study would add to the existing body of research on English language teachers' pedagogical content knowledge.

Methodology

Thirty (30) public senior secondary school were randomly selected from public secondary schools in Ibadan Southwest Local Government Area of Oyo State. Two English language teachers were selected from each school making a total of sixty (60) English language teachers. In all, a total number of sixty (60) English language teachers participated in the study. The descriptive survey research design of the correlational type was adopted for the study. The instruments used for data collection were Teachers' Motivation Questionnaire (r=.80), Teachers' Perception of Teaching Questionnaire (r=.78) and Teachers' Pedagogical Content Knowledge Rating Scale (r=.76). Data collected were analysed using descriptive statistics of frequency count, mean, standard deviation, the inferential statistics of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis at 0.5 level.

Results

Research Question 1: what is the relationship between independent variables (motivation and perception of teaching) and teachers' pedagogical content knowledge?

Table 1: Show the Summary of Correlation Matrix between Independent Variables and Teachers' Pedagogical Content Knowledge

Variables	N	MEAN	SD	1	2	3
Pedagogical content knowledge (1)	60	56.583	16.464	1.000		
Teacher Motivation(2)	60	22.850	4.182	0.443**	1.000	
Teacher Perception (3)	60	26.217	4.730	-0.108	-0.068	1.000

**Significant at P<0.05

The results from table 1 reveals that there was a positive significant relationship between teachers' motivation and their pedagogical content knowledge (r = 0.443, p<0.05) while teachers' perception had no significant relationship with their pedagogical content knowledge (r = -0.108, p>0.05). This result implies that teachers' motivation correlated with their pedagogical content knowledge while teachers' perception did not.

Research Question 2: What is the joint contribution of between independent variables (motivation and perception of teaching) on teachers' pedagogical content knowledge?

Table 2: Joint contribution of Independent Variables on teachers' pedagogical content knowledge

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3041.292	2	1520.646	6.693	.002[b]
	Residual	12951.291	57	227.216		
	Total	15992.583	59			
R= 0.436 R^2 = 0.190 Adj R^2 = 0.162						

a. Dependent Variable: teachers' pedagogical content knowledge

b. Predictors: (Constant), perception, motivation

Table 2 shows that there is a joint contribution of the two independent variables (motivation and perception of teaching) on teachers' pedagogical content knowledge (R= 0.44). This led to the fact that the independent variables accounted for 16.0 % of the total variance in teachers' pedagogical content knowledge (Adjusted R^2 = 0.16). ($F_{(2,57)} = 6.693; p<0.05$).

Research Question 3: What is the relative contribution of between independent variables (motivation and perception of teaching) on teachers' pedagogical content knowledge?

Table 3: Relative contribution of Independent Variables on teachers' pedagogical content knowledge

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.419	15.529		1.766	.083
	Motivation	1.667	.469	.423	3.551	.001
	Perception	-.340	.415	-.098	-.820	.416

a. Dependent Variable: teachers' pedagogical content knowledge observation

Table 3 shows that teachers' motivation contribute relatively to teachers' pedagogical content knowledge ($\beta = 0.423$; $t = 3.55$; $p< 0.05$), while teachers' perception of teaching did not contribute relatively to the dependent variable (teachers' pedagogical content knowledge). ($\beta = -0.098$; $t = -0.82$; $p> 0.05$).

Discussion of Findings

Table 1 revealed that there was a positive significant relationship between teachers' motivation and their pedagogical content knowledge. This finding might be due to the fact that when teachers are motivated, they would be able to teach the students very well, effective teaching and learning would take place. On the other hand, a low level of motivation would make it difficult for teachers to teach effectively. The result is line with Salaudeen (2016) that motivation played an important role in teachers' pedagogical content knowledge and that where pedagogical content knowledge is lacking, teachers commonly paraphrase information in learners' textbooks or provide abstract explanations that are not meaningful to their students. The finding is also similar to Mullens, Murname and Willet (1996) who found out that motivation had correlation with teachers' pedagogical content knowledge.

Table 2 revealed that teachers' motivation contributed relatively to teachers' pedagogical content knowledge while teachers' perception of teaching did not contribute relatively to English teacher pedagogical content knowledge. Motivation can influence English teachers' pedagogical content knowledge while teachers' perception of teaching did not because English teachers need to be motivated for them to teach effectively where an English language teacher lacks pedagogical content knowledge he/she commonly paraphrases information in learners' textbooks or provides abstract explanations that are not meaningful to his/her students. In line with this findings is the view of McKenzie (2003) that motivated teachers are magnificent at the diagnosing and customizing instruction that enables students to succeed in learning.

Table 3 revealed that there was a joint contribution of the two independent variables (motivation and perception of teaching) on teachers' pedagogical content knowledge. The two variables are essential variables that are responsible for English teacher pedagogical content knowledge. The findings of this study is in line with Anderson (2002) who found out that motivation and perception of teaching contribute significantly to English teachers' pedagogical content knowledge.

Conclusion

The study has shown that pedagogical content knowledge and teacher perception of teaching could be enhanced by motivation. Based on the findings, this study has provided a better understanding of teachers' perception and motivation that could influence English language teachers' pedagogical content knowledge in schools in Ibadan Southwest Local Government Area of Oyo State.

Recommendations

Based on the findings, it is recommended that the relevant educational bodies and stakeholders should ensure that teachers' welfare packages are genuinely improved upon and promptly administered. Ministries of Education at federal, state and local should do everything possible to motivate in the areas of conducive environment, staff welfare and development; appropriate and regular salary.

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