

IMPACT OF ICT IN TEACHING AND LEARNING OF LANGUAGE IN SENIOR SECONDARY SCHOOLS IN AGUATA LOCAL GOVERNMENT AREA ANAMBRA STATE

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ABSTRACT

This study was intended to examine the impact of ICT in the teaching and learning of Language. This study was guided by the following objectives; to examine the Availability of ICT facilities for the teaching and learning of language, Extent to which the available ICT facilities are utilized in the teaching and learning of language, Impact of ICT in teaching and learning of language in Senior, Constraints to effective utilization of ICT facilities by the language teachers in the teaching and learning of language, Strategies to ameliorate the constraints to effective utilization of ICT facilities in the teaching and learning of language. The study employed the descriptive and explanatory design; questionnaires in addition to library research were applied in order to collect data. Secondary data sources were used and data was analyzed using mean standard deviation tool at 5% level of significance which was presented in frequency tables and percentage. The respondents under the study were 20 students selected from one senior secondary schools in Enugu State. The study findings revealed that there is a relationship between the introduction of ICT in teaching Language and students' interest in Language class; based on the findings from the study, schools should implement the use of ICT facilities such as computer, projector, video etc in teaching Language in secondary schools in order to ensure proper understanding and interest in Language.

Keywords: Impact, ICT, Learning, Teaching, Senior Secondary Schools, Language.

Introduction

Learning language is mainly an attempt to communicate with individuals because effective teaching is based on communication, the goal of language teaching is exactly the same, namely; to develop the ability of students to communicate with people in a new language in real world situations. However, the Nigerian language environment, which primarily is dominated by broken, pidgin and other Nigerian languages, does not provide learners with a real and natural language environment. Consequently, learners can learn only language through regular class teaching, radio broadcasts, television, newspaper, magazines, etc. most learners study language through repeated recitation and rote memorization.

Language is undoubtedly the most important legacy of the British colonial masters to Nigeria. The implantation, acceptance and role of language in political state of Nigeria started with it being adopted as a channel of instruction in 1882 and a vehicle for the training of baby-needed manpower to run the fledging governmental services including that of employment, education, etc. The importance of language in Nigeria cannot be overestimated, as many functions is attached to it.

Language is a medium of instruction (teaching) in Nigeria, language is used in all facets of education, which seems to be the most important role in Nigeria Njoku (2017). At all levels of education in Nigeria, language is used and it is the most widely used language in Nigeria. This has been given a backup by the Nigeria educational policy 1977 which makes it mandatory for the language to be the only language of instructions in schools. Almost all the transaction in government offices are carried out in language, such as minutes, official correspondence, memoranda, circular, instructions, directives are given out in language.

Every transaction is done in language both in the local and rural areas. Transactions are carried out in local and indigenous languages. In other governmental, formal or urban centers, market operations and transactions are done in languages. Some buyers and sellers only speak language, while some who are completely incapable of connected speech in this medium are called for local market.

Announcements in airport are made in language because foreigners are likely to be among passengers. Languages encourage national integration due to multi social interactions between people of different tribes and different language diversities.

Many reasons have been attributed to the poor performance of students in language. Among these is mother tongue interference, inadequate in service training and scanty has invariably failed in the area of transmission, as most speakers that use the language to commit what is called morphological blunders. Many strings could be attached to these failures. Mother tongue interference, inadequate in-service training of language teachers, scanty use of instructional materials in the teaching of language.

Information and communication technology is one of the foremost technologies among emerging technologies that play an important role in the sphere of human endeavor. It has witnessed a massive transformation over the years which make teaching and learning easier and more enjoyable, and has changed the way people learn, live, work, and play. According to UNESCO, Information and communication technology (ICT) is defined as a technological and engineering discipline that uses scientific and management techniques in information handling (Ratheeswari, 2018). Hence, it uses different technologies to capture, communicate, collect, analyze, store and distribute the information needed to perform a specific task faster (BobillierChaumon, 2014).

Technological and scientific advancement has made the entire world a global village in the sense that what is happening in one continent is happening in another continent. Adamu (2004) sees Information Communication Technology (ICT) as a set of technological tools and resources used to communicate, create, disseminate, store and manage information. The information dissemination is easily possible through computer technologies. Through the use

of Information and Communication Technology, information flow across the continents has been elevated. Acknowledging the importance of ICT in the 21st century, Mohammed (2008) states that the aim of computer studies as a subject in basic education in Nigeria is to prepare Nigerian children for the information age so that they can fit into global world.

Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the significant drivers of both social and linguistic change. At present, the role and statue of language is that it helps in social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. It is also a crucial determinant for university entrance and processing well paid jobs in commercial sector. Since there are more and more language learners, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create language contexts. This helps students to get involved and learn according to their interests. It has been tested effectively and is widely accepted for teaching language in modern world.

The rapid development of ICT has altered the way education is being delivered. This is especially so in the delivery of the language courses where the combination of various media attributes of ICT has the capacity to enhance instructional outcomes. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement. Technology is one of the most significant drivers of both social and linguistic change. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of language around the world, and has been learned and used by more and more speakers.

In response to the tide of numerous application to ICT in educational sector all over the world, it brings to concern in particular, the reason why they are not effectively utilized for language teaching and learning in Nigeria. Are the computer facilities available in secondary schools? Do language teachers and students possess the required computer competencies to ensure its applicability? On the side of the teachers, they find it difficult to use technologies to enhance language teaching and learning because some teachers finds it difficult to operate smartphones, laptops, video conferring, etc. while students also finds it difficult because of their lack of experience and inability to use some of the technologies. Do schools with this knowledge utilize them at all in language instruction? What are the constraints to their use and what strategies can be adopted to ameliorate such constraints? These are recurring questions yet to be resolved for effective language education.

Hence, it will be very necessary to find out the impact of ICT facilities by language teachers in the teaching and learning of language in senior secondary schools in Aguata Local Government Area, Anambra state.

Statement of the problem

Language as a lingua franca in Nigeria and has garnered so much importance. Every student attempting to gain admission into any tertiary institution in Nigeria is required to pass language at credit level in their senior secondary certificate examination (SSCE). Despite the importance of the language, it has been observed that many students seem not to be doing

well in the subject. The failure in basic technology as a subject has been a problem to students and these has led to the study and research on this present topic which is Impact of ICT in teaching and learning of language in senior secondary schools in Aguata Local Government Area, Anambra state.

Evidence of this problem is in the poor performance of students in the 2015/2016 WAEC and NECO examination. Their poor performance is attributed to teachers not being eligible to use technologies while teaching and also their inability to use technologies for disseminate accurate information about a particular topic in language.

The result of this mass failure continues if the problems are not properly solved. If the problem is tackled, there will be a positive change in language, thus: the problem of the study is problem associated with teacher's utilization of technologies for language teaching and learning in Aguata Local Government.

Purpose of the Study

The purpose of the study was to examine the impact of internet in teaching and learning of language in senior secondary school in Aguata Local Government Area, Anambra state. Specifically, the study intends to ascertain the;
Availability of ICT facilities for the teaching and learning of language in Senior Secondary School in Aguata Local Government Area, Anambra state.

Extent to which the available ICT facilities are utilized in the teaching and learning of language in Senior Secondary School in Aguata Local Government Area.

Research Questions

What are the availability of ICT facilities for the teaching and learning of language in Senior Secondary School in Aguata Local Government Area, Anambra state?

To what extent do language teachers utilize the available ICT facilities are utilized in the teaching and learning of language in Senior Secondary School in Aguata Local Government Area?

Significance of the Study

Generally, the study is significant both in theoretical and practical discussion to education. The study will be beneficial to the students, language teachers, curriculum planners, parents, educational administrators, instructional designers, researchers and society at large.

Theoretically, the study anchored on activity based learning theory by (Vygotsky 1978). The theory aims to enrich students' academic experience and learning outcome by connecting theory with practice and concepts with methods, using data and insights they obtain through engagement with larger world. This theory is an ideal theory for technology enhancing language teaching and learning, where learner is actively engaged in the learning process and learning experiences are connected with other human beings.

Practically, the teachers will benefit by appreciating the importance of ICT in the teaching and learning of language and thereby will be motivated to acquire training for better application and production of knowledge for the real world. It will also facilitate teaching and learning.

The findings also will provide the teachers with a feedback on assessment of the performance of students as a basis for improvement in their instructional practice in order to enhance performance of students. Also teachers and students content will be maintained and strengthened, and this will foster a better educational experience for the students. It will also decrease workload for the teachers as they can upload their lesson materials and ask students to access them on their own even before the lesson time. This will enable them to accommodate more students.

The students will gain access to information that will increase their knowledge, inquiry and depth of investigation in subject work as well as research works. They will also benefit accurate information, effective instructional delivery by teachers which will enhance their academic achievements in their studies. Another benefit to students is the ability to do interactive teamwork among groups. Using technological solutions, this process is easier and more enjoyable for the learners. Students have access to experts and a tremendous volume of online database also, instead of searching for hour through card catalogue and library stacks, students can quickly utilize online search engine to find countless experts articles and research database that aid to their coursework. They can also access libraries through their devices from wherever they are. The student's workers can covalently access his/her subject material whenever they are free, and distance will not be a barrier from other students that live away from school location. The study provides study with a workable literature for more areas of research not covered by present study.

For educational administrators, the study will enable them to plan and integrate technology in enhancing teaching and learning in the school scheme of work. This will also help them to access the impact of ICT in teaching and learning towards the performance of students, and to access the extent to which subjects are effectively taught in secondary schools and indeed provide insight into the extent to which the objective of teaching these subjects in secondary schools are being realized. It is importance especially in instructional technology to create a bridge between the theoretical and the practical approach to create technologies for improving language teaching and learning that will add value in terms of quality and effectiveness to teaching and learning. This will also enable educational administrators to rise to their responsibilities through supplying of resources in the secondary schools.

For the curriculum planners, the study will serve as an eye-opener to the problems militating against the use of ICT in teaching and learning in general and language in particular. With the suggestions made from the research, they would be able to adopt them in order to provide effective realizable pedagogic strategies will incorporate ICT facilities in language classroom.

For instructional designers, this study will enable them to or in partnership to faculty to develop and expand the use of the learning management system, with a focus on course goals, learning objectives course interactions, and course organization, collaborate with faculty on the design development, implementation an evaluation courses and course material for blended learning environment and also assist faculty in the analysis of course curricula and materials to determine appropriate course delivery methods and enhance students learning.

Finally, the entire society will benefit an increased rate of literacy and opportunity of lifelong learning, communication and exchange which is essential to demonstrate living and the

creation of a pool of globally competitive human resources and also, it shall improve access to secondary school education for the youth to an extent.

Research Method

This chapter deals with the method of carrying out the present study. It was organized under the following sub-headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the study

This design of the study was a Descriptive Survey research design. According to Nworgu (2015) descriptive survey design is that research that describes the attributes or characteristics of a given population using the available data as they are. It does this by describing all the population (if the size is manageable) or a sample of the population (if the population is not manageable) and then generalizes the result across all the population. This design (descriptive survey) is used because the research seeks to find out the impact of ICT in the teaching and learning of language in Secondary school in the Rural areas in Aguata Local Government Area.

Area of the Study

This study was carried out in the rural area of Aguata Local Government of Anambra State. Aguata Local Government Area is one of the Local Government Areas in Aguata Education zone of Anambra state. Some of the rural areas include Umuchu, Umunze, Ezinifite, Ekwulobia, Nanka, Uga, Ukpo, Igbo-ukwu, Mgbakwu. The reason for using this area of study is that researchers are familiar with the area and can easily access data acquired for an effective study, and to find out the impact of ICT in the teaching and learning of language in Secondary school in Aguata Local Government.

Population of the study

The target population was students in Senior Secondary schools in Aguata of Anambra state, Nigeria. Especially the SS2 of the following listed schools, Government secondary school Aguata, Government Technical College, Umuchu Ozaka Akokwa, Girls High School, Uga, Umuchu High school Umugama-Umuchu, Girls Secondary School, Igboekwu, Uga Boys Secondary School, Uba-Awarasi Community Secondary School, Oraeri and these schools for now are the most populated schools. This means that, they have a large number of students in the community thus includes both males and females.

Sample and Sampling Technique

The sample for the study means the portion of the population selected for the study. Thus, the sample for this study is Forty (40) students comprising twenty (20) females and twenty (20) males who were randomly selected from each of the five (5) schools to be used in this study. The schools are Government Secondary School Aguata, Government Technical College, Umuchu Ozaka Akokwa, Girls High School Uga, Umuchu High School Umugama-Umuchu, Girls Secondary School Igboekwu, Uga.

Instrument of Data Collection

The instrument for data collection is a researcher's developed questionnaire termed "Questionnaire on the Impact of ICT in the Teaching and Learning of Language in Secondary Schools (IICTTLELSS)". The questionnaire has a Sections which consist of information on the extent language teachers use ICT facilities in instructional delivery and is made of clusters that seek to get answers for the four research questions of the study.

Cluster one seeks to get information on the ICT facilities for teaching and learning of language and it has 10 items; cluster two Extent to which available ICT facilities are utilized in teaching and learning of language in secondary schools in Aguata Local Government and it has 7 items. Cluster three has 7 items and it seeks to find the impact of ICT in language teaching. The four cluster has 7 items and they seek to find out the constraints to effectively utilized of ICT facilities in language teaching. The last cluster is the strategies to ameliorate the constraints to effective utilization of ICT facilities in teaching and learning of language.

The instrument was measured using rating scales such as Availability (A), Non- Availability (NA), Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Method of Data Collection

The instrument "(IICTTLELSS)" was administered to Language students by the researchers in the schools sampled for the study. The researchers provided an explanation of the importance of their truthfulness in filling the questionnaire before distribution and wait for its collection to prevent instrument loss.

Method of Data Analysis

The data collected from the questionnaire were grouped according to the research questions of the study. research question one was analyzed using frequency and percentage. Others were analyzed using mean standard Deviation.

Results

This chapter presents the results of data analysis based on four research questions that guided the study. Results were presented individually in tables for the research questions.

Research Question One

Availability of ICT facilities for the teaching and learning of language in Senior Secondary School in Aguata Local Government Area, Anambra State.

Table 1 Available ICT facilities for the teaching and learning of language in Senior Secondary School in Aguata Local Government Area, Anambra State.

S/N		Available		Not Available	
		(F)	(%)	(F)	(%)
1	Computer	17	85	3	5
2	Projector	15	75	5	5
3	Talking Dictionary	6	30	14	70
4	ICT Center	1	5	19	95

5	Power supply	5	25	15	75
6	Online Dictionaries and Thesauruses	2	10	18	90
7	Audio and Video Recording Equipment	15	75	5	25
8	Internet Network.	6	30	14	70
9	Language Learning Apps.	15	75	5	5
10	Electronics board	6	30	14	70

Data in table 1 shows that the following instructional materials were available for teaching and learning of language: computer 17(85%), projector 15(75%), Audio and Video Recording Equipment 15(75%) and Language Learning Apps 15(75%). In the same vein, the following were not available: talking dictionary 5(95%), Language ICT Center 5(95%), power supply 15(75%), Online Dictionaries and Thesauruses 15(75%), internet network 14(70%), and Electronics board 14(70%). Few instructional materials for teaching language are available in secondary schools under study.

Research Question Two

To what extent are the available ICT facilities utilized in the teaching and learning of language in Senior Secondary School in Aguata Local Government Area.

Table 2: Extent of the utilization the available ICT facilities in the teaching and learning of language in Senior Secondary School in Aguata Local Government Area

S/N	Items Statements	MEAN	SD	DEC
11	The computer facilitate the process of teaching and learning	2.67	1.11	HE
12	The use of projector to display facilitate the process of teaching and learning	2.78	.66	HE
13	The talking dictionary is an electronic dictionary that helps in teaching and learning	2.67	.70	HE
14	The ICT center is a facility that provides access to computers, internet for teaching and learning	1.78	.97	LE
15	ICT facilities require power supply for its operation	2.11	.60	LE
16	Access to online dictionaries and thesauruses enhances teaching and learning with internet facilities	3.15	.52	HE
17	Internet facilities such as audio and video recording equipment facilitates remote teaching and learning	2.44	.88	LE
18	The high-speed internet network provides a robust backbone for ICT facilities	1.44	.52	LE
19	ICT facilities provides language learning Apps for teaching and learning	2.45	1.00	LE
20	The electronic board is use in connecting devices to the internet use in teaching and learning	2.00	.70	LE
	CLUSTER MEAN	2.41	.25	LE

Table 2 presents findings from the analysis of data collected to determine the extent the available ICT facilities are utilized in the teaching and learning of language in Senior

Secondary Schools. The results showed that the respondents agreed to items 11-13 and 16 to high extent with mean ratings of 2.67, 2.78, 2.67 and 3.15 which are greater than the benchmark mean for "high extent". This indicates that the respondents acknowledged that to high extent the available ICT facilities are utilized. However, the respondents disagreed with item 14-15 and 17-20 with a mean rating of 1.78, 2.11, 2.44, 1.44, 2.45, 2.00 and a cluster mean of 2.41 which is below the benchmark mean for "low extent". This indicates that the respondents disagreed that the ICT facilities are utilized to a low extent.

Discussion

This session contains results, conclusion, educational implications of the analysis, recommendation, limitations of the study, suggestions for further studies and summary of the study.

Revision of the Findings

The Findings are discussed under the five specific purposes that guided the study; the impact of ICT facilities in teaching and learning of language in senior secondary schools in Aguata Local Government Area, Anambra state.

Availability of ICT facilities for the teaching and learning of language in Senior Secondary School. The ICT facilities should be made available in schools. And the extent to which the available ICT facilities are utilized in the teaching and learning of language in Senior Secondary Schools should be a concern of the government and schools. On the impact of ICT in teaching and learning of language in Senior Secondary Schools, the findings of Ajayi and Hastrup noted that in order to fit into the new scientific system, it is necessary for the Nigerian institutions and individuals to develop a society and culture that places a high value on ICT. Therefore, the government should increase funding for the entire educational sector with emphasis on ICT which help improve the level of ICT utilization in schools. There should be continuous and periodic training for teachers on ICT skills. This will help provide them with practical and functioning knowledge of the computer. The internet and other ICT facilities, with hope of integrating it with other ICT methods of teaching. Memation and O'Neil (2004) noted that 68% of students make quick progress in developing their writing skills and literacy construction in language with the use of computers to learn. A close observation of these empirical studies has revealed the importance of ICT in language education especially in a second language situation. However, it is also revealed that there is still an increasing low level of utilizing ICT facilities in the teaching and learning of language in Nigeria.

There are constraints to effective utilization of ICT facilities by the language teachers in the teaching and learning of language in Senior Secondary Schools. Fakeye (2010) noted that the level of ICT knowledge possessed by teachers were very poor. Only 14.9% had basic training of ICT those who even had this basic knowledge had no idea of the newer ICT facilities available for effective language instructions and as such rarely use it in teaching. It is important that language teachers should attend periodic seminars, workshop and in service training to equip themselves with ICT knowledge and how to apply them in classroom instructions.

There are strategies to ameliorate the constraints to effective utilization of ICT facilities in the teaching and learning of language in Senior Secondary Schools. To this, teachers' education programmes in tertiary institution should be reviewed to incorporate ICT assisted instructions. Facilities and resources to support ICT integration into the school curriculum were revealed to be limited. Most institutions should provide the enabling environment that will support the training of teachers in ICT skills. The government and institutions should provide the enabling environment that will support the training of teachers on a massive scale in ICT skills. Udosen (2008) noted that language teachers learn the instructional use of ICT facilities through seminars and in-service training. Also, appropriate supervisory body should be put and charged with the responsibility of ensuring that these facilities are available and effectively used in schools and not locked up in rooms or laboratories.

Education Implications of the Findings

The Findings of this study have educational Implications of which teachers, students and overall education system might gain from. Having understood impact of ICT facilities in teaching and learning of language in senior secondary schools, the impact will extend to ensuring that conferences are organised by educational administrators where parents are taught their responsibilities over their children education especially language skills.

The Findings may also inspire language teachers to acquire the basic competences for using ICT facilities in teaching language skills in schools. The Findings will form a great improvement in educational system by informing the drive to integrate good grammar and fluency in teaching and learning of language. If the teachers are using ICT facilities, the students will benefit more. ICT facilities for teaching will help the teachers to communicate well and also helps the students to comprehend well. The educational administrators will be inspired by these findings to recruit competent language teachers and also host conferences and seminars for them.

Recommendations

Sequel to the Findings of the study and discussion, the following recommendations were made:

ICT facilities should be made available for the teaching and learning of language in Senior Secondary Schools.

Schools should ensure adequate use of the available ICT facilities in the teaching and learning of language in Senior Secondary Schools.

Conclusion

Impact of ICT facilities in teaching and learning of language in senior secondary school in Aguata Local Government Area, Anambra state can never be overemphasized. The available ICT facilities, the extent they are utilized, the impact of ICT in teaching and learning of language, the constraints and strategies to improve the use of ICT facilities in teaching language were examined.

Two specific purposes and two research questions guided the study, which was carried out in Aguata Local Government Area, Anambra State. The study adopted descriptive research design. The study sampled Forty (40) students comprising twenty (20) females and twenty (20) males who were randomly selected from each of the five (5) schools used in this study.

The instrument for data collection was a researcher's developed questionnaire termed "Questionnaire on the Impact of ICT in the Teaching and Learning of Language in Secondary Schools (IICTTLELSS)". The questionnaire has a Sections which consist of information on the extent language teachers use ICT facilities in instructional delivery and is made of clusters that seek to get answers for the five research questions of the study. The data collected from the questionnaire were grouped according to the research questions of the study. research question one was analyzed using percentage whereas, others were analyzed using mean and standard Deviation.

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