



Research Article

Information and Communication Technology: The Thrill and Frill for Teaching and Learning English Language in Nigeria for Sustainable Education Reforms beyond 21st Century

---

Bello, 'Bayo Yekeen

Nigeria Turkish Nile University, Faculty of Arts, Management and Social Sciences,  
Department of English Studies, Nigeria Turkish Nile University, Abuja

E-MAIL: [belight1010@gmail.com](mailto:belight1010@gmail.com), [byekeen@ntnu.edu.ng](mailto:byekeen@ntnu.edu.ng)

---

Abstract

*The English Language since its inception in Nigeria has emerged as a global language that has been preferred above all other dialect of western German tribes, as such becoming the most prominent of all. Like other colonized African countries, Nigeria, having been colonised by the British inherited English language from her colonial master and assigned a lot of roles to Nigeria entity such as lingual franca, language of politics, commerce and industry as well as education thereby making English language as medium of instruction and communication in schools from primary to other levels of education. However, the advent of this almighty language calls for its easy teaching and learning for academic attainment since a credit pass in it is a prerequisite for further academic pursuit, for students as well as their proficiency in it. Based on this the need for a holistic pedagogical strategy is inevitable. And going by global trend, the introduction of Information and communication technology (ICT) into the teaching and learning of English language becomes appropriate. There is also the need to utilize ICT tools in the classroom to aid teaching / learning of English language in Nigeria to keep abreast of the technological development going on all over the globe. In order to make teaching and learning more interesting and challenging for the students, new ideals and technologies on ICT need to be incorporated. This paper therefore gives insight into the introduction on the role of ICT in language teaching and learning via computer assisted language learning (CALL) and its tools based on the ICT application.*

**Keywords:** Information and Communication Technology, the thrill and frill for teaching and learning of English language, sustainable education reforms, 21st Century.

Received: 10 Feb. 2017

Accepted: 28 July 2017

---

## Introduction

The biggest country in Africa that the United Kingdom colonised is Nigeria while the biggest country that the same United Kingdom colonised in Asia is India (which then comprised of the present Pakistan and Bangladesh). When the United Kingdom (UK) came into Nigeria and India, like all other countries they colonised, they (the UK) brought along their technology, religion (Christianity), and culture: names, dressing, food, language, among several other things. Try as hard as the British did, studies showed that India rejected the British religion, names dressing, food, and even language, but they did not reject the British technology. Today, studies have shown that 80.5% of Indians are Hindus; 13.4% are Muslims; 2.3% are Christians; 1.9% are Sikhs; 0.8% are Buddhists. Hindi is the official language of the government of India, but English language is extensively in business and administration and has the status of a “subsidiary official language”. It is very rare to find an Indian with an English name or dressed in suit (Lawal, 2016).

On the other hand, Nigeria embraced, to a large extent, the British religion, food and language but vehemently rejected the British technology. The difference between the Nigerian and the Indian experience is that while India is proud of its heritage, Nigeria takes little pride in its heritage, a situation that has affected the nationalism of Nigerians and our development as a nation.

Before the advent of Christianity, the Arabs had brought Islam into Nigeria through the North. Islam also wiped away much of the culture of Northern Nigeria. Today, the North has only Sharia courts but no customary courts. So from the North to the south of Nigeria the Western World (British) and Eastern World (Arabs) have shaped the lives of Nigerian to be theirs which has made us lost much or all of our identity. But long after the British and Arabs left Nigeria, Nigerians have waxed strong in religion to the extent that Nigerians now set up religious branches of their home-grown churches in Europe, the America, Asia and other African Countries. Just like the whites brought the gospel to Nigerians, Nigerians now take the gospel back to the whites. In Islam, Nigerians are also very vibrant to the extent that if there is a blasphemous comment about or against in say Denmark or the United States of America (USA), even if there is no violent reaction in Saudi Arabia (the Headquarter of the Islamic world), there will be loss of lives and destruction of property in Nigeria. If the United Arab Emirates, a country with 75% Muslims is erecting the tallest building in the world and encouraging the world to come and invest in its country by providing a friendly environment, Boko Haram ensures that

the economy of the North and its environs is crippled with bombs and bullets unless every Nigerian converts to “Boko Haram’s brand of Islam”.

Meanwhile, while Nigerians are building the biggest churches and mosques, the Indians, south Africans, Chinese, Europeans and Americans have taken over Nigeria’s key markets, telecommunications, satellite, television, banking, oil and gas, automobile, aviation, shopping malls, hospitality among several others, whereas information and communication technology (ICT) which offers the promise and fundamentally changing the lives of much of the world’s population is left uncared for. ICT affects many of the processes of business, education, government, how individuals live, work and interact and the quality of the natural and built environment.

Over the years, there has been an outgrowing quest with industries, educated and non-educated people, financial institutions and organizations to improve on products and services to their clients coupled with both increasing efficacy and accuracy. Of recent however, visible progress has been made in the past few years in understanding the contribution that ICT can make to fostering economic growth, combating poverty, facilitating teaching and learning process and addressing the specific needs of the poor.

Information and Communication Technology (ICT) refers to any electronic device or means of capturing, processing, storing and disseminating information. ICT is a combination of information technology (IT) and communication technology (CT). The former involves the processing and packaging of information, while the latter is concerned with the interaction, exchange and linkage with information and data base between users via networking. The coverage of ICT goes beyond such activities as programming, networking and analyzing. It enables the usage of computer and related tools to enhance the quality of products, labour productivity, international competitiveness, quality of life and fulfilled educational attainment (Obayelu, 2006). Similarly, Alerburu (2008) lends his voice that ICT is a broad field of knowledge in which nobody should claim ignorance because of its prominence in almost all areas of knowledge. As such, Alerburu defines ICT as Electronic Information Process Technology (EIPT) which includes computer and internet fixed-line communication, mobile phones, wireless communication network and various specialized application devices ranging from scanner and braille readers to globe positioning system. In lending credence to the above Walsham (2001) in Akudalu (2007) posit that the term Information and Communication Technology (ICT) was introduced in the early 1990s to replace that of Information Technology (IT) in accordance with communication abilities and facilities offered by computer. New technologies have emerged as excellent communication tools

This work is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/)  
ISSN: 2141 - 4181 Science and Education Development Inst., Nigeria

with several advantages that include reduced costs, national and global coverage, permanent availability and interactivity. Many of the benefits from the modern ICT are to be found in the urban areas, because of well-developed infrastructure, high levels of education and skills. In a similar vein, Joseph (2007) contends that ICT has roles to play in creation of employment and self-employment opportunity as it is viewed as “near-magic solutions to problems”. As well, Ebeling (2003) asserts that the role of technology in improving the lives of the people cannot be underestimated, and that most people, more than ever before now buy goods and services online, send messages across the globe to loved ones, send e-mails to donor agencies for support and receiving instant replies.

There has been widespread research interest in ICT, and according to Crede and Mansell (1998), ICTs are critically important for sustainable development in developing countries. Also, Thioune (2003) notes that for the past two decades most developed countries have witnessed significant changes that can be traced to ICTs. While public policy and academic literature frequently tout substantial progress in bridging the digital divide, Nigeria populace hardly tend to be identified with ICT development issue. A growing number of digital divide projects (domestically and abroad) are aimed at beneficially impacting on economic development. The desired academic development benefits extend well beyond potential educational growth and knowledge acquisition. For instance, the United Nations in 2009 point out that ICT can enable:

- i. better access to government services;
- ii. the alleviation of fraud and skepticism in election;
- iii. increased quantity and quality of training opportunities;
- iv. a balancing of gender inequalities and access to opportunities;
- v. improved delivery of health care services, among many more situations.

In effect, the interest in understanding the relationship between ICT and academic development must consider outcomes beyond traditional measures such as GDP, employment and enterprise creation. The leveraging of ICT to facilitate broader public goods include improved health care service, politics, civic responsiveness and equitable access to economic opportunity creates social capital essential for the full leveraging of academic/educational development potential that can be achieved through the use of digital tools and telecommunications. A view that overlooks the critical and dynamic role of social capital formation substantially underestimates the potential economic development benefits of ICT.

In a related development, Oseni (2011) views the term ICT as an amalgamation of the three key words that make up the phrase as a holistic knowledge of the term that involves a cursory view of the constituent elements of “information and Communication Technology”. The first word which is “Information”, according to the Oxford Advance Learner’s Dictionary, International Student’s Edition (2005) refers to facts or details about something or somebody. Information may come from news, events, facts released, etc. Also, information refers to facts about opinion provided and received during the course of daily life. One can obtain information from fellow human being, from mass media, from electronics data bank and from all sort of observable phenomena in the surrounding environment. It could therefore be inferred that information is fact or details sent by someone and received by another person. The second term “communication” in a lay man language is the process of transferring information from one person or party to another person or party. Tilley (2007) defines communication as any means by which a thought is transferred from one person to another. It could be inferred from Tilley that there is a logical link between communication and information, which implies that information serves as an input to communication, while the third term “technology” refers to the application of science knowledge to the practical aims of human life or to the change and manipulation of human environment. It is also regarded as an advanced scientific knowledge used for practical purposes. In the light of this, the term inherently refers to the practical use of scientific devices, machines and techniques such as those used in information communication.

In line with these definitions and explanations, a working definition of information and communication technology could be the application of scientific approach to the business of information communication, that is the use of information for the purpose of communication information or information communication. The term is being used today as a general term for various technologies which make it possible for users to create access and manipulate information. Similarly, Wikipedia (<http://en.wikipedia.org/wiki/information-technology>, 5<sup>th</sup> July, 2016) describes ICT as consisting of all technical means used to handle information and aid communication, including computer and network hardware, communication hardware as well as other necessary software. In other words, ICT consists of IT as well as telephony, broadcast media, all types of audio and video processing, transmission and network based control and monitoring functions. Considering ICT’s tentacles spread across the length and breadth of the globe ICT is becoming increasingly indispensable to modern information management in particular and modern business in general.

### **History of ICT Policy in Nigeria and Its Resources for Sustainable Development**

The ICT policy is official statement which spells out the aims, objectives, goals, principles and even strategies which intend to guide and regulate the development, operation and application of ICT. A substantial milestone in the development of the ICT industry in Nigeria country is the formulation of a National Information Technology Policy (NITP) which was approved in March, 2001 by the Federal Executive Council. With the enactment of NIPT came the establishment of an implementing agency- the National Information Technology Development Agency (NITDA) in April, 2001. This agency is charged with the responsibility of implementing Nigeria's IT policy "as well as promoting healthy growth and development of IT industry in Nigeria (Isoun, 2003).

Studies by Attama and Owolobi (2008) reveal that the primary ICT resources are:

1. **Computers:** Computers are no longer mathematical tools but essential management resources. It is generally viewed that different operations can be handled more efficiently using computers. The advent of computers have made such activities as information generation, processing, analyzing, storage, communication, medium of instruction and self-imploring strategy for sustainable development could be executed easily. The greatest assets of the computers are speed, cost-effectiveness and optimal utilization of available resources. Some other basic computer accessories worthy of note include CD ROM, Diskettes, flash drive, among others.
2. **World Wide Web (WWW):** World Wide Web is an internet based resource. It is a utility-based on hypertext- (hypertext is document through keywords in document or page). A constant visit to website helps individuals or organizations to locate products, information, pursue political or social agenda and also as a means of educational attainment and development. Chilvetalu (2003) contends that being on the web would put any nation or organization on the right course / fast lane of sustainable development in line with the emerging changes in technology, economic, political, social and educational paradigm. Consequently, many institutions, ministries, organisations and parastatals in Africa and indeed Nigeria have their own websites through which they make relevant information available to members of the public.
3. **Electronic Mail (E-mail):** This is a component that is the most widely used resource of the internet. It is provided for sending and receiving mails (messages) through electronic devices thus making intra and inter-organization communications faster and cheaper. E-mail has become the life-wire for many businesses, organizational communication and educational enhancement.



4. **The Interest:** This has proven to be the most valuable vehicle and social engineering accelerated information flow. In line with the above, Ogbomo (2004) contends that it is a network of computers that communicate with each other, often over telephone lines. The potentials of the internet lay in the provision of global platform for information sharing among organisations and individuals. Information sharing creates awareness, ensures continuous use of products and services, provides feedback and support for organization. The contention here is that any organization or government that has current and useful information is empowered to enhance productivity and good governance.

The internet, according to Folajin (2011), has become an invaluable bridge for Africans to regroup and discuss social, political, cultural, economic and educational issues facing them at home and abroad. The internet started in America with an initiative from President Dwight D. Eisenhower who saw the need for an advanced research project agency (ARPA) that would cater for America's computer networking and communication in 1957 (Gromov, 1995; McCormick, 2002). The computer networking and communication was used mainly by giant organisations like military and government. It was not until the early 1990s that the internet actually became commercialized, thus making computers all over the world to be able to receive data and sounds from other computers stationed in different countries. Computer mediated communication (CMC) then became very important for interpersonal communication. It was now very possible for people (Students especially) to use the internet facility to fast track information via e-mail for messages and academic purposes. As such the internet has helped tremendously in reducing mobility and making the world a global village.

### **Background Knowledge of Education Reforms and Sustainable Educational Reforms beyond 21st Century**

Reforms are by no means a novelty. They have always been with us, they are also always consistently motivated by a desire for change, an eagerness for transformation and a conscious search for progress and development. Omolewa (2008) asserts that there was a massive reform introduced by the former Soviet Union which was titled "Perestroika"; meaning restructuring and which involved the introduction of entire way of life in the former Soviet Union. It was launched in 1985 by the former Soviet Union leader, Mikhail Gorbachev. Perestroika introduced bold reforms which brought the Soviet Union into a new height of development. The impact of the reforms has remained decisive and has continued to vibrate in that part of the world. Much of the reforms however have proved unsustainable, but the bulk of its initiatives have remained irreversible (in a way, reforms may constitute a gamble in which the consequence may not always be predictable). At

This work is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/)  
ISSN: 2141 - 4181 Science and Education Development Inst., Nigeria

the level of educational reforms however, studies have proved that all great countries of the world have used educational reforms to introduce structural, systemic and content changes to bring about irreversible progress. Educational reforms invariably emanate from the basic conviction that considerable progress can be made in a nation and by its people through a careful engineering of the educational process.

Reforms have always been a feature of the educational development in Nigeria. It is therefore very necessary to describe some of the reforms, and in doing so we would need to put ourselves on the memory lane because African are often reminded of the value of history in making informed judgments as evident by the fact that history has taught us that no condition can ever be permanent as such reforms are therefore inevitable. It has however also warned that not all reforms have always proved beneficial, many have short-lived, some unattainable while some have led to unimaginable catastrophes. As well, some have had short-term problems and difficulties, only to emerge as being of great benefit on the long run. Some have been merely cosmetic, while some have been profound and radical. There have also been cases where there have been minimal consultations and where people are either afraid or unwilling, or are not allowed to express their intentions or feelings openly. There are some cases where there has been no enthusiasm for innovation and change, partly because there are more pressing issues like poverty, limitless access, inequality, corruption, hypocrisy and intimidation. In cases like these, the talk of reforms is often considered absurd or inappropriate (Omolewa, 2008). In all reforms, there is always a prime mover, a reform general, with the field staff and frontline advocates and implementers. Many of these engineering forces often face opposition, intimidation, misrepresentation, misinterpretation and sometimes outright hostility for daring to challenge the status quo.

Studies have tried to identify the reasons for the inner strength, courage and commitment of such pioneer reformers. For such strong characters have been found indispensable for assisting peoples and nations to move forward, to leave their comfort zones and be prepared to face change and the challenges posed by the said change. It has also been discovered that everyone sincerely expects, demands and desires change, and that the only obstacle to translating the desire to reality is often the lack of discipline, force, motivation, support and an enabling environment circumstance. However, many have also found to have resisted change because of past failures and the increasing absence of the initial promises expected to accompany the change.

While lending her voice to the above assertion, Oniemayin (2008) opines that there have been reforms in the past at reforming education even though the tag “reform” was not



attached. Oniemayin posits that beginning from the time of independence, every decade has witnessed one form of reform or the other in education. As such, sustainable education reforms beyond 21st Century cannot be adequately viewed without recourse to the past.

The broad goal of sustainable education reforms beyond 21st Century is to provide a durable and lasting reforms that will restructure, right-size, re-professionalize and strengthen government, public organization and academic institutions to deliver effective services to the people. It also aims to eliminate waste and inefficiency and free up for the government, resources for investment in infrastructure and social services to mankind. A key aspect of the institutional reforms is to fight corruption, ensure greater transparency, promote rule of law and stricter enforcement of contracts. An explicit service delivery programme to re-orientate government agencies towards effective delivery of services to the people is being introduced in the government for the first time. This means that the goal of the reforms in Nigeria according to the Federal Republic of Nigeria (2004) are to make government serve her people better and for public institutions to make government play a developmental role rather than a haven for corruption and rent-seeking. Equally, it is revealed that part of the reforms at this level is to ensure a predictable and sustainable macroeconomic framework, especially through a sustainable fiscal policy. This is the broad goal which the aims of sustainable education reforms can be found.

### **Short Comings of Previous Reforms in Education**

The major reforms in education sector after Nigeria's independence were the Universal Primary Education (UPE) programme, the 6-6-3-4 education system and of recent, 9-3-4 system of education (UBE). Fafunwa (1974) observes that the first two decades after nation's independence can be seen as the area of self-determination and expansion in education. Fafunwa posits further that the free, Universal Primary Education was first introduced in Western Region, which included massive teachers-training scheme, expansion of teacher training facilities, the introduction of technical and modern secondary schools. The regional government claimed that its commitment to the scheme was informed by the vital interest of the people it governed. A few years after the programme had commenced in the Western Region, similar scheme was also introduced in the Eastern Region which was launched in much the same way as the West and under comparable context.

This UPE programme was later hastily planned and implemented in the two southern Regions. And as observed by Fafunwa (1974:89), education development was then seen as imperative, urgent and as a matter of emergency. There were problems of wrong projections based on inadequate statistics, falling standards in school due largely to the preponderance of untrained teachers, too large classrooms, unsatisfactory syllabuses, indiscipline, inadequate provision of schools, among several other issues. Another major defect of the scheme was the low priority accorded to technical, vocational and adult education. The focus was purely literacy education. The UPE scheme that was launched nationally in 1996 by the military government was equally plagued by the same schematic problems.

The adoption of 6-3-3-4 scheme of education was another major reform in the history of Education in Nigeria. Osokoya (1987) agrees that there was wide consultation on this scheme before its introduction. Principal the National curriculum conference held in Ibadan in September, 1969 as well as the 1973 National Seminar on Education ignited and inspired the programme, which has as its main features the introduction of prevocational subjects and massive curriculum review at the secondary school level. Dansarai, (1997) argues that the purpose of the reforms which brought about the system was to gear or tilt the balance of school output in favour of technical education to create jobs through prevocational subjects and to propel the country into technological growth and inventiveness. In essence, the 6-3-3-4 scheme was aimed at boosting technical/vocational education and skill acquisition for the purpose of combating youth unemployment. It was meant to provide qualitative and functional education at all spheres of academic life. Despite the good intentions of the 6-3-3-4 scheme Olaitan (1991) contends that the system suffered from lack of adequate planning from the onset. There were shortage of personnel, infrastructure, facilities and equipment. The curriculum was also criticized for not being practical-oriented. Similarly, Bishop (1986) in Dansarai (1997) cited the following preconditions for a successful reform in educational programme:

- a. the educational system must be taken as an integrated whole where all parts are interrelated such that modification in one will affect other parts. For instance, increase in enrolment will affect the number of teachers required for an approved class size.
- b. the educational reforms must consider the three elements of the change agents (the purpose of innovation, direction of the innovation and the people for whom it is meant). These factors interact, affect and modify one another in the course of the implementation of the reforms.
- c. education process required time to evolve and complete the circle. Any educational reform must also be a time-phrased process which gives due

- d. cognizance to the social context and piecemeal implementation. Time is needed in reforms to identify problems, need assessment, specification of objectives, detailed organizational planning, development of competencies and material as well as the initiation of reforms on trial basis.
- e. government should avoid overambitious reform in education which seeks to bring changes overnight. Thus, any reform effort in education must be feasible in terms of cost, scope and acceptability by the people whose support of the reform is necessary in order to make it succeed.
- f. reform efforts in education must identify and seek cooperation of powerful social groups, institutions or persons whose support is needed to enhance the success of the reform. Otherwise, the effort of the government (change agent) may be adversely affected. The result of alienation of stakeholders engenders apathy towards the reforms.

#### **Scope of the Reforms in Education beyond 21st Century**

The scope of reforms in education beyond 21st Century is very wide. These reforms have, among others, ten thematic areas that address cross-cutting issues along the sphere of education. These are:

1. standard assessment and achievement;
2. examination of ethics and academic safety;
3. curriculum, instruction and instructor quality;
4. education finance;
5. physical infrastructure;
6. education, government and politics;
7. education, economy and competitiveness;
8. access and equity;
9. communication and strategy; and
10. information and communication technology.

The future of education in Nigeria as stated in vision 20:2020 is to become an emerging economy model-delivering sound education policy and management for public good (FME, 2007). According to this vision 20:20:20, it is aimed that the impact of ICT-enabled development projects, participants cited a lack of workable strategies for unleashing ICT for development. Greater attention to local needs and stronger civil society and private sector investment were seen as crucial and critical steps to harnessing ICT more effectively. Participants also argued for an urgent used to design more innovative financial mechanisms for ICT-enabled projects. Attracting additional private sector

investment, promoting education and establishing new multi-stakeholders' funds were thought to be potentially effective funding avenues.

### **Relationship between Information and Communication Technology and Language**

Information and Communication Technology has been described as the application of technology to information communication and its operation cuts across all facets of human life. No doubt, this giant stride has completely revolutionized not only in the business or dissemination and management of information, but also other human endeavours such as education, communication, banking, agriculture, etc. For instance Adewoyin, (2009) dwells on the impact of ICT on service delivery in Nigeria banks. Oyekanmi (2010) also sees the importance of ICT to the teaching of use of English in Polytechnics.

Oseni (2011) contends that the relationship that exists between ICT and language is a complimentary one, and as pointed out above, language is a means of communication. In a similar vein, language, whether verbal or numerous non-verbal forms, it remains the means through which communication is affected.

The unprecedented development of technology especially in the area of connectivity and other electronic communication gadgets has brought about many transformations in all works of life in the society. The interest in ICT has been a lock-opener to global development that is neither boundary free nor regulated by any theory of framework. In the light of this, Fakeye (2010) explains that all major businesses have found it to be an invaluable tool. This infers that there is no field of life that ICT has not touched. It is therefore not surprising that ICT devices are penetrating these days into teaching and learning of English language in a multilingual society like Nigeria. Fakeye posits further that the advent of ICT has brought significant changes on the way people live, work, carryout research and play throughout the universe. Based on this technological advancement which has brought about computer assisted language learning (CALL), there has been a tremendous development in the way people/student use language as well as the way language teachers teach languages most especially the English Language in the Nigeria society. As such, through CALL, both second language teachers and learners have been benefiting from ICT development.

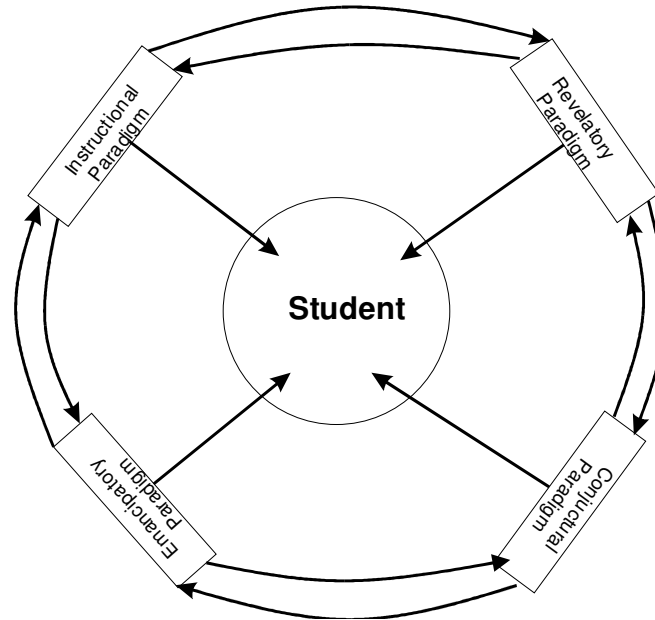
Similarly, Dudney *et al.* (2007) surmise that being a global language, English language has been playing very significant role in the school curriculum since it is the medium of instruction in virtually all the secondary school subjects, hence the need for ICTs tools in the classroom to have effective language teaching and communication. Since language

learning also concerning itself with how competent the learners is in communicating effectively with the language which Hymes sees as communicative competence in a speaker/learner situation as summarized by Halliday (1976) as “to know when to speak, when to be silent, which code to use, where, when and to whom”.

Having seen how ICT has been motivating language pedagogy through the use of CALL in the classroom, the number of students learning English language/ linguistics has tremendously increased across the globe. It is therefore necessary for language instructors to always keep abreast with the current issues in ICT to further enhance language teaching and learning (Bell0, et al 2015). This implies that the application of ICT to the teaching and learning of English will enhance both the teachers and the learners the opportunity to have good knowledge of not only producing and understanding the nitty-gritty of grammatically correct sentences or utterances but also the knowledge of their social or contextual appropriateness in promoting language teaching and learning in Nigerian schools.

### **Role of ICT in English Language Pedagogy**

Since English language is basically the medium of instruction in Nigerian schools, the need for ICT in language pedagogy cannot be overlooked. It should be noted that teaching and learning of English language has changed from its old crude method of “teacher-talk-and-chalk” method to the modern broad-open technique via the use of various technological facilities such as the use of projectors, CALL, interactive compact disk (ICD) in language teaching. In line with the above submission, Rushby (1984) postulates four paradigms in language pedagogy as (i) instructional (ii) revelatory (iii) conjectural and (iv) emancipatory (IRCE). Through instructional paradigm, language learners are able to learn from computer, got ideas revealed to them, then model data in conjectural paradigm and reduce workload through emancipatory paradigm. The four paradigms are schematically presented thus:



**Fig. 1: Researcher-designed recursive ICT/English language learning paradigm**

The recursive arrows in Fig. 1 above indicate that all the four paradigms work hand in hand and complement one another and all move towards the learners for an enhanced ICT/English language learning.

In most Nigerian tertiary institutions, ICTs have improved the teaching and learning of languages especially English through motivation. Both teachers and learners of English are being motivated to learn through games and other digital devices by offering “real and relevant “ opportunities for linking with native speakers via the internet or video devices, thus making it possible for learners of English to use the accent and the rules guiding the language.

In another instance, Adesiyani (2011) is of the view that through the use of CALL, both teachers and learners of English language are able to practice and develop acquisition of certain skills like drills and test systems at their own pace most often outside the classroom situation to avoid some kind of embarrassment from their mates whenever they make mistakes. The use of CALL usually enables learners to have instant feedback or progress report as the may be. Adesiyani goes further to assert that CALL emerged as a language teaching tool in the early 1980s to replace computer assisted language instruction (CALI) that was purely seen as teacher-oriented approach to teaching and learning of language. Therefore, the need for a broadened scope that would encompass the communicative approach and other approaches to teaching and learning of language

This work is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/)  
ISSN: 2141 - 4181

Science and Education Development Inst., Nigeria



with the aid of new technologies available with computer technology gave rise to computer assisted language learning (CALL).

### **E-Learning and Blended Learning**

The term e-learning is an abbreviation of electronic learning which is the process of using electronic media such as “the internet, CD ROMs, DVD or mobile devices as MP3 player and PDAs (Personal Digital Assistants) for education purpose. Blended learning on the other hand according to Dudney and Hockley (2007) and Adesiyan (2011), is a kind of learning which involves a combination of e-learning and face-to-face learning situations. Similarly, Thombury (2006) adds that blended learning situation often supplement computer media-dated communication. Thombury further asserts that blended learning is the participation in online discussion, collaboration on projects, or e-mail interaction with a teacher as possible ways of learning outside scheduled classes. Having noted that internet has been mainly used as resource and learning environment where lots of ICT tools that a teacher may use in the classroom for language teaching in current times as scored. Such tools are e-mail, chatting, etc. The e-mail is probably simplest and the most used device used in e-learning by teachers of languages. E-mail allows working with learners during, before or after the normal classes. In support of the above assertion, Kovarova (2008) posits that e-mail can be used for setting homework, getting feedback or for various class activities such as role-plays, story writing or information gathering. Chatting on the other hand is a synchronous type of online combination which is basically text and audio chat that may be public or private. This gives the opportunity to the teacher or the learner to chat with another user of the language most especially the native speaker of the target language in another part of the world who is also online. Chatting will motivate and enable the learner to make contact with other learners in other countries. A lot of learning materials are stored on CD-ROMs or DVD, though these course wares are now being replaced by newer ones such as blogs (weblogs), podcasts or instant messaging. Interactive white board (IWB) is also a relatively new technical achievement. These devices are significant because they afford learners the opportunity to work and study offline as well.

### **Conclusion**

The advent of ICT in Nigeria has become a household tool in which has brought about transformations in every sphere of human endeavours especially in the teaching and learning of language hence the need for English language teachers to apply and engage in using CALL to explore effective delivery of lessons to learners.

### References

- Adesiyani, O.F. (2011). New trends in ICT application implications of teaching and learning of English language in Nigerian tertiary institutions. *Journal of Information and Communication Technology, Vol. IV No. 1*
- Adewoyin, A. O. (2009). Impact of ICT on service delivery in Nigerian banks. *Ospoly Journal of Communication. Vol.4 No. 1.*
- Akudalu, T.T. (2007). *On the Mass Technology*. New York: Harper Collins Publishers.
- Alerburu, V. I. (2008). The computer assisted language learning in the use of English Instruction paper presented at the 3<sup>rd</sup> Annual English Language teaching today, national conference at university of Agriculture, Abeokuta, Ogun State.
- Bello, Y. and Lawal, A. (2015). Students' personality traits and performance correlates of high grades in senior school certificate English in Kwara State, Nigeria. *Asia Pacific Journal of Education, Arts and Sciences, Vol.2, 3. Pp.102-126.*
- Bishop, G. (1986). *Innovation in Education*. London: Macmillan Publishers.
- Chilvetalu, B. N. (2003). Effective utilization of ICT resources for national development. *Nigerian Journal of Utility and Development 2 (1).*
- Crede, A. and Mansell, R. (1998). Knowledge and societies... in a nutshell: *Information Technology for Sustainable Development*.
- Dansarai, M. A. (1997). On Educational Reforms in Nigeria. *Bichi Journal of Education 1 (1), 96-100.*
- Dudney, G. and Hockly, N. (2007). *How to reach English with Technology*. Essex: Pearson Education Limited.
- Eberling, M. (2003). The new dawn: black agency in cyberspace. *Radical History Review 87, 96-108.*
- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allen and Unwin.
- Fakeye, R. M. B. (2010). ICTs for Poverty Alleviation: Basic Tool and Enabling Sector.
- This work is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/)  
ISSN: 2141 – 4181 Science and Education Development Inst., Nigeria

Federal Republic of Nigeria (2004). *National Economic Empowerment and Development Strategy (NEEDS)*, Abuja: National Planning Commission.

Folajin, F. T. O. (2011). 'The role of telephone economic development' *Telecommunications Policy*.4, 4.

Gromov, R. (1995). History of internet and www: the roads and crossroads of internet history. Retrieved November 19, 2004 from <http://www.netvalley.com/intval.html>.

Halliday, M. A. K. (1978). *Language: A Social Semiotics*. London: Edward Arnold.

Isoun, T. (2003). A keynote Address in M. A. G. Akale (Ed). Proceedings of the 44th Annual Conference of Science Association of Nigeria. 3-8

Joseph, K. S. (2007). 'ICT Access and Poverty in Uganda'. *International Journal of Computing and ICT Research*. Vol. 1. No. 2. Pp. 10-19

Kovarova, M. (2008). Blogs in Teaching in Primary Schools. Unpublished Thesis.

Lawal, B. (2006). A speech delivered at national development conference vis-à-vis ICT and compliance and nation building.

Mccormick, P. (2002). Internet access in Africa: a critical review of public policy issues. *Comparative studies of South Asia, Africa and the Middle East*, 22(1&2), 140-144.

Obayelu A.E, and Ogunlade I., (2006) 'Analysis of the use of information and communication technology for gender empowerment and sustainable poverty in Nigeria'. *International Journal of Education and Development Using ICT*. Vol. 2, No. 3.

Ogbomo, M.O. (2004). Web page design. In E.C. Madu (ed). *Technology for information management and service: modern libraries and information centers in developing countries*. Ibadan: Evi-Coleman.

Olaitan, S.O. (1991). Technical and Vocational Education in Nigerian schools. National School Curriculum Review Conference Proceedings. Implementation Committee on National Policy on Education. Lagos: Macmillan.

Oniemayin, F.E. (2008). Prognosis for the Current Reforms in Education with Benefits of Hindsight. *Education Reforms in Nigeria: Past, Present and Future*. Lagos: Stirling-Horden Publishers Limited.

Omolewa, M. (2008). Educational Reforms for What? *Education Reforms in Nigeria: Past, Present and Future*. Lagos: Stirling-Horden Publishers Limited.

Oseni, M.A. (2011). ICT. A Compelling Force for Learning English Language in Nigeria. *Journal of Information and Communication Technology*. Vol. IV No 1.

Osokoya, I.O. (1987). *6-3-3-4 Education in Nigeria: History, Strategies, Issues and Problems*. Lagos: Bisinaike Educational Publishers.

Oxford Advanced Learner's Dictionary (2005).

Oyekanmi M. P. (2010). International Telecommunication (IUT), World Telecommunication Development Report (ITU: Geneva, Switzerland)

Rusby, N (1984). An introduction of education computing. London: Croom Helm.

Thombury, R.M. (2006). Information and communication technologies for development in Africa: opportunities and challenges for community development. Vol 1.

Tilley, E. (2007). Communication studies Models Media Herita Service.

Wikipediachttp://en.wikipedia.org/wiki/information-technology 5th July, 2016.