IMPACTS OF THE USE OF ICT IN ENGLISH LANGUAGE PEDAGOGY ON NIGERIAN'S NATIONAL DEVELOPMENT

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ABSTRACT: *This paper examines the impacts of ICT in English Language pedagogy on Nigeria's national development through a questionnaire administered among one hundred and eighty students from six Nigerian federal government colleges. Stratified random sampling technique was employed in gathering the data. The findings revealed that ICT usage in Nigerian education is reducing illiteracy and poverty and is also improving the nation's technology; there is significant relation between ICT in education and national development; and ICT in English Language pedagogy helps develop Nigeria's economy. It was recommended that government needs to curb the misuse of this automated and digital tool, and also improve the nation's power sector as well as developing positive attitude to supplying of automated gadgets for English Language teaching.*

KEYWORDS: English Language pedagogy, ICT, National development.

INTRODUCTION

Use of internet communication technology (ICT) in the English Language pedagogy is a novel tradition in Nigeria and Africa as a whole. In the view of Taiwo (2007), "one of the most remarkable events in the last fifty years in Africa is the continent's connection to the global world through the internet and mobile telecommunications". The employment of computer-mediated communication (CMC) in the teaching and learning of English as a second language has been introduced to Nigerian socio-cultural setting as a result of the global networking of the new culture called "digital literacy". This digital culture has replaced the former 'print literacy' in the technological world. Different automated packages have been introduced into teaching and learning of not only the modern languages like French, English and German but also into the teaching and learning of the native tongues like Arabic in Egypt and the Middle East nations like Iran, Kuwait, Saudi Arabia, Syria and Malaysia; Hebrew and Greek in Israel'; Swahili in Tanzania, etc (Aremu, 2012).

In Nigerian socio-cultural setting, the use of ICT in the teaching and learning of English as a second language has become common place. Teachers of English as a second language in Nigeria have commenced the act of updating their knowledge in computer literacy. Coupled with the foregoing, the state governments in Nigeria, through their Ministries of Education have started organizing seminars and workshops for the English Language teachers in the way to employ the new digital technology in the teaching of English as a second language in Nigeria.

However, it has been examined by scholars that different problems are bedevilling the use of Computer Mediated Communication (CMC) which is also called ICT in the teaching and learning of English Language in Nigeria. Among the scholars who have studied these problems

are Egbe (2009), Uhunwangbo (2009) and Aremu (2012). These problems, as posited by Aremu (2012) include the epileptic power supply, misuse of computer and internet for watching pornography and engaging in internet fraud, lack of computer- literate English Language teachers, lack of computer and internet facilities in Nigerian secondary schools, etc. The present study has been focused at examining the impacts of the employment of ICT in the English pedagogy on Nigeria's national development.

Existing Studies on ICT and English Language Pedagogy
Existing studies on the employment of ICT in English Language pedagogy include Egbe (2009). Fehring (2001), Aremu (2010), Aremu & Sulymon (2012), Oni & Osunbade (2009), Gruber (1998), Oni (2007), Darhower (2002), Alabi (2005), Durrant & Green (2001), etc. According to Durant and Green (2001) cited in Aremu (2011), ICT (i.e information communication technology presupposes the employment of the computer and electronic gadgets to disseminate information and elicit responses from any communicative utterances. Such technological information, according to Alabi (2005), can be accessed through the utilization of mobile cell phones, computer and internet. ICT is a digital technology used in storing, retrieving and disseminating information in contemporary jet age. In the view of Alabi (2005) and Horstein (2008), the technological and internet literacy is germane in the contemporary democratically organized education of the 21st century. The use of ICT packages like video-conferencing, teleconferencing, etc helps in the teaching and learning of English Language. According to Adeleke (2009), ICT helps in presenting interactive instructional aids on specific subject matter, assessment of student's progress and understanding of instructional material. Series of computer-based packages which are useful in the teaching of English as a second language abound in recent times. These include: Computer-Aided Language Learning (CALL), Computer –Based Language Training (CBLT), Computer- Aided Language Assessment (CALA), etc.

The Computer Based Language Training (CBLT) can be employed in teaching a wide or vast range of subjects, including language based topics. CBLT is a software which was developed to train a wide range of students on the acquisition of skills in a target language without the tutor being present. CBLT is a digital package and an interactive multimedia which can combine text, audio, graphic video, and animation with having a meaningful interaction with students. It is a digital tool that facilitates the language teaching and language learning in Europe, America, Latin American nations (e.g. Cuba, Argentina, Erithrea, Brazil, Trinida and Tobago, Mexico, etc), Asian countries (e.g. Malaysia, Kuwait, Iraq, Israel, Iran, India etc) and in some African nations (e.g. South-Africa, Zimbabwe, Lesotho, Tanzania, and Botswana). It has been noticed by scholars (e.g. Aremu, 2011) that this novel digital tool has been introduced to the teaching and learning of English as a L2 in Nigeria.

Also, the computer aided language assessment (CALA) package is an automated package used in/for assessing student's understanding of language instructional skills. Coupled with foregoing is the employment of Computer-Aided Language Learning (CALL) through which a teacher of English as a second Language (ESL) in Nigeria can create internet-based simulations for role-playing activities in language learning. The simulations incorporating e-mails, charts and online creation and editing of documents are taught to motivate the oral and written communication among the participating group. In this method, students will be guided through scenarios relevant to the Nigerian social and cultural contexts as well as the scenarios relevant to the socio-cultural contexts and backgrounds of the native speakers of the English Language. The teachers of English Language in Nigeria always employ computer to create

internet-based simulations for role-playing activities in learning English as a L2. In Pakistan, their government has created what is called Rural Kiosk machine designed in Pakistan for improving the competence of the rural areas in the use of English as a L2. This "Rural Kiosk machine" is used to send and retrieve information in English as a target Language (ELTL) and has digital multilingual interface to support rural communities speaking different languages in the use and usage of English as a second Language (Kashif, 2007). In the teaching and learning of English as a second language in Nigeria, the teachers often employ the projector, webcam and other ICT tools in teaching the students. This always makes the teaching and learning processes to be interesting and result-oriented. However, series of problems are bedeviling the use and usage of ICT packages in the teaching and learning of English Language in Nigeria. These problems, among others, include: epileptic power supply, employment of computer and ICT packages in engaging in nefarious acts and internet fraud, lack of computer and ICT facilities in schools, and also lack of personnel (Aremu, 2011). Nigerian government often fails to give proper finance to providing the digital tools in teaching English as a second language. Anything that Nigerian government does towards education is often politicized. That always makes ICT facilities provided in a very few secondary schools in some states in Nigeria to be stolen few months after they were supplied. Many of the ICT buildings in Nigerian secondary schools are often employed as "visitors sitting rooms" or "staff rooms." As a result, many of them are not well-equipped with digital gadgets. This has led to poor utilization of ICT in the English Language pedagogy in Nigeria (Aremu, 2010; Egbe, 2009). In the next paragraphs, the concept of English Language in Nigeria is discussed.

The English Language in Nigeria
English became a language of education, prestige, trade and commerce, politics, mass media, utility, as well as science and technology due to the migration of the British and American religious, commercial and colonial masters to the Nigerian inter-land in the mid-19th century. The Education Ordinances of 1916 and 1926 made English the Language of instruction and the most important subject in Nigerian school curriculum (Bamgbose, 1982). The subsequent commission made on language in Africa, for instance the Phelps-Stroke Commission made the English Language the yardstick not only to measure the students' intelligence but equally a tool used for the award of certificates in Nigerian schools (Bamgbose 1982, Akere, 2006).

Scholars like Banjo (1971), Adesanoye (1973), Bamgbose (1982) Adegbija (1989, 1998) etc have examined the varieties in the lexical, phonological, syntactic and semantic usage of English Language in Nigeria. The blending of the socio cultural ethos and norms of Nigerian multicultural and multilingual contexts with the standard British variety of English has led to a new tongue of the language called "Nigeria English". This pluralism in the indigenized variants of English Language in Nigeria was caused by the linguistic heterogeneity of the Nigerian socio-cultural contexts. Coupled with this, the hybridization of new lexicons in the English language in Nigeria, as posited by Adegbija (1989, 1998) was caused by the powerful influence of the press. Hence, we often employ expressions like "(i) The man is backing the camera," "(ii) He is a man of timbre and caliber," (iii)"I want to divorce my second wife". (iv) "They are eating bush meat with amala" and (v) "She is an Ogbanje, abiku and Orobo girl" in Nigerian English expression. Nigerian's love for honour makes every speaker to often use politeness phenomena in addressing her of his co-participants in speech (Adegbija, 1998). This has led to the employment of honorifics like: (i) "Kabiyesi, the Oluaye, Oni of Ife has just entered this hall", (II) "Dr/High Chief "X" has just arrived now", (iii) " Engineer /Bishop "Z" came here yesterday", (iv) "The Iku Babayeye, Alaafin of Oyo will not give his speech" in Nigerian English (Adegbija, 1998).

The employment of the digital and automated tools in interactive discourse in Nigeria has led to the hybridization of new vocabularies into Nigerian English usage. Expressions and lexical patterns like the following are now abound in Nigerian English usage as a result of the use of digital, automated and computerized gadgets in communication in Nigeria and the world at large: (i) I want to browse, (ii) I want to surf the net, (iii) The hardware is booting, (iv) The icons on the system are not shown clearly (v) I am engaging in internet relay chat (IRC), (viii) Those guys are interacting on virtual world, etc. The expressions shown above were retrieved through the participant's information got from those engaging in "virtual community" in a South Western in Nigerian tertiary institution. According to Oni (2009), seventy present of the users of English Language in virtual discourse in Nigeria are students from secondary schools and tertiary Institutions. They employ the English Language through facebook, LinkedIn, 2go and other digital tools in engaging in virtual interactive discourse. Besides, these Nigerian youths often employ their cell-phones, ipads, and computers to hybridize new spellings like "tkz" for "thanks", "btw" for "between", "b/c" for "because", etc in Nigerian English usage. These new spellings, according to Alabi (2005), are causing great problems for Nigeria youths to have the proper competence in the use of a usage of the standard variety of the English Language.

The Meaning of National Development

"National development" is a concept which has two main words "national and development". The root word in the first is "nation". This implies the "country" or "state" being governed by a leader. "Development" is a word which presupposes "growth" or "advancement". However, the word development in economic term is greater in significance than growth. For a nation to have "national development", that nation has got a growth in not only her production and capital but the income per head of such a nation has reached an advanced stage. Nations like USSR, Britain, France, China, America and Japan were called advanced nations of the world because they have attained their economic, political, scientific and technological development.

Those nations are called advanced nations while nations like Nigeria ,Saudi Arabia, Ghana, Togo, Chad, Liberia, Benin Republic etc are developing and underdeveloped nations. The cause of the under development of these nations were as a result of (i) bad leadership, (ii) corruption (iii) poor utilization of their material and human resources, (iv) poor educational, linguistic, economic, political and scientific policies, (v) Lack of unity, and (vi) Insecurities. All these discourage foreign investment. The above-listed points, besides others made Nigeria to remain underdeveloped. This paper was used to examine the effects of the employment of ICT in the English Language pedagogy on Nigeria's national development. In the following paragraphs the problems which this study has been focused to solve are now stated.

Statement of the Problems

Nigeria is a nation where we have multiplicity of culture and multiplicity of language use. According to Adegbija (1994), we have not less than four hundred mother-tongues in Nigeria. The linguistic heterogeneity in Nigeria has led to lack unity of purpose among different ethnic groups in the nation. This disunity has led to the formation of different ethnic militants like: (i) Maitatsine Islamic fundamentalists of 1980s in Northern Nigeria, (ii) The Boko Harams, (iii) Zango-Kataff of Kaduna, (iv) Oodua progressive Congress (v) Egbesu in the defence of Biafra (vi) Movement for the Emancipation of Niger Delta (MEND) popularly called Niger Delta militants" etc. These ethnic militants often cause insecurity of lives and properties in Nigeria.

Besides, the insurrection in the nation often scares away foreign investors from Nigeria. The nation is terribly facing insecurity problem as a result of Boko-Haram insurgency in North, and the Niger Delta militants attack in the South. Stealing and armed robbery in Nigerian banks often claim lives of people. There is wide spread of illiteracy and joblessness in the country. The recurrent state of bomb attacks in Abuja, Kaduna, Maiduguri, Jos, Bauchi, Zamfara, Kano, Okene, Lagos and other places in Nigeria has led to carnage, mayhem and total insecurities. Coupled with the foregoing are the recurrent cases of kidnappings in Eastern Nigeria, ritual killings in some part of Ibadan (Soka Ritual killing in a village at Ibadan) and other nefarious acts.

As a result of the afore-mentioned points, Nigeria as a nation lacks the necessary development. The national language question is elusive to the nation and the education sector in Nigeria is experiencing a daily dwindling in its standard. The lack of development in the infrastructure in Nigeria has led to poor in the standard of living of the entire citizenry. Now, how can we develop the nation's economy, science and technology? This is the question which this study has been designed to solve. The paper has therefore been focused at improving Nigeria's national development through the resultant effects of employing ICT in the English Language pedagogy. In the following paragraph, the research questions for the study are hereby stated.

The Research Questions
The study was designed to proffer possible solutions to the following research questions (henceforth "RQ").
RQ1: What are impacts of the use of ICT on English Language pedagogy in Nigeria?
RQ2: What are the relations between the use of ICT in English pedagogy and Nigeria's development?
RQ3: What level of advantages can CMC English Language teaching and learning bring to Nigeria?
RQ4: Can the use of ICT in Nigerian education improve the nation's development?
RQ5: What are negative effects of employing ICT in the English Language pedagogy on Nigeria?

Significance of the Study
The study is significant because, apart from Alabi (2005), Aremu (2011) and Egbe (2009), there exists no specific research on the impacts of the employment of ICT in English Language pedagogy on Nigeria's national development. Hence, this study is significant in filling the existing gap in the research on the teaching and learning of English as a second language in Nigeria. Besides, the work is equally significant in not only expanding the terrain of research in language education generally, but it is equally useful in giving relevant recommendations on transforming Nigeria's Language and education policy, national unity and national development.

Theoretical Perspective
The theoretical perspective for this study is based on Canale's (1983) concept of "communicative language teaching". To Canale (1983), teaching a language requires taking the students into an environment in which they can easily employ the target language in a real life situation. Communicative language teaching has its root in Dell Hyme's (1972) concept of "communicative competence". According to Hyme's (1972), communicative competence presupposes the ability of a child / student to effectively employ a target or second large in a real life situation. To teach language as communication, as posited by Alo (2003) and Ogunsiji

(2003,2004), and Aremu (2011) requires a contextualization of the teaching and learning processes in a target language. In this process, language teacher needs to employ practical task such as spelling drills, impromptu speeches, debating progammes, essay and letter writing drills, playlets, rhymes etc in teaching a target language so as to make the students to be able to effectively use such a target language in all real life situations. In the view of Brumfit and Carter (1986:13) and Ogunsiji (2004), to teach English as a second Language in Nigeria will not only improve the students' communicative competence in English as a L2, but it will also facilitates the teaching and learning of English as a target language in Nigeria. In the view of Canale (1983), teaching language as communication involves the development of the student's strategic, grammatical, sociolinguistic and discourse competence. Grammatical competence implies "the mastery of the rules in the target language". It relates to what Chomsky (1965) termed "linguistic competence". The sociolinguistic competence presupposes "the understanding of the social and conventional rules of language use. Such sociolinguistic rules involves having the knowledge of what to say, how to say it, when and where to say it and to whom. When a child has got a sociolinguistic competence in a target/second language, she or he will be able to effectively employ such a language to greet, beg, appreciate, appeal, etc. Discourse competence refers to the ability to manipulate language form and rhetorical devices to achieve specific communicative purpose. It also relates to having the knowledge of text construction. Strategic competence, according to Canale (1983) implies the ability to overcome the communicative and situational problems, as they arise, through the manipulation of linguistic forms and resources as well as the extra-linguistic devices such as turn-taking, gas-filing, etc. Aremu (2008) recommends the pragmatic strategy as an approach in the concept of communicative language teaching. In the view of Aremu (2008), a language teacher needs to employ his/her mutual contextual beliefs and background world knowledge (i.e. social, cultural, and linguistic knowledge) to contextualize her/his teaching. According to Scollon and Scollon (2003:9), "we listen and speak, write and read not only about the world…much of what we understand depends on exactly where we and language are located in the world". This statement implies that experience of the world often affects our use of language.

Also, the experience of the world is often retain in the brain of a child that is acquiring a second language in a kind of mental structure which Kent Bach and Robbert Harnish (1979) termed "Speech Act Schemata". This knowledge of the world will affect how a L2 learner of English in Nigeria understands what he or she learns in the class. For instance, a child who will employ digital tools like ICT, projector, webcam, teleconferencing etc to learn the English Language must have been contextualized into how to effectively employ such automated gadgets. Hence, in this study, we are going to adopt Canale's (1983) four components of "communicative competence" and Aremu's (2008) concept of pragmatic competence as theoretical framework for the use of ICT as a tool in communicative teaching of English Language in Nigerian socio-cultural contexts.

RESEARCH METHODOLOGY

The data for the study were gathered from 180 randomly selected students from six Nigerian Federal Government Colleges located at Ipetumodu, Ido-Ani, Ogbomoso, Oyo, Ikirun and Odo-Ogbolu. Stratified random sampling technique was used in gathering the sampled respondents. Respondents were sampled from these schools because students in the schools were from the six different geo-political zones in Nigeria. A total of thirty respondents were selected from each of the six randomly sampled schools. The data for the study were analysed by employing the statistical tool of pie chart.

Data Analysis

The responses to the five research questions by the randomly sampled respondents reflected the following:

RQ1; What are the impacts of ICT usage in English Language pedagogy on Nigeria's national development?

Table 1: Frequencies of Responses to RQ1:

RESPONSES	FREQUENCY	DEGREE
RS1. It improves the technology	25	50^0
RS 2. It improves educational development	20	40^0
RS 3. It eradicates illiteracy in the country	15	30^0
RS 4. It boosts the nation's economy	35	70^0
RS5. It reduces illiteracy, poverty, joblessness, and improves the technology	55	110^0
RS6. It has little or no influence on the nation's economy	30	60^0

From 'table 1' above it has been shown that "RS5" that states that "it reduces illiteracy, poverty, joblessness and improves technology" has the higher frequency (55) and highest degree (110), while 'RS3' has the lowest. This is shown in the following pie chart (i.e Fig 1).
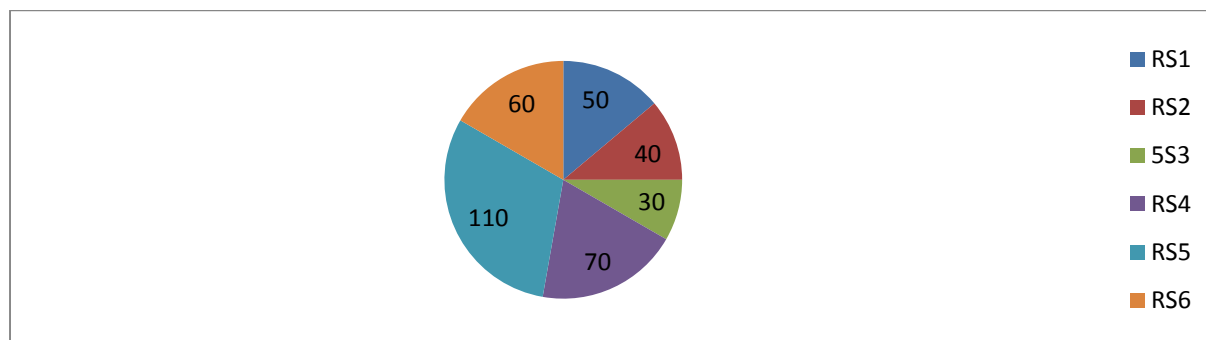

Fig 1: Pie chart of Students' responses to "RQ1".
Key:
"RS" means "Responses"

RQ2; What are the relations between the use of ICT in English pedagogy and Nigeria's development?

Table 2: Frequencies of the responses to "RQ2".

S/N	RESPONSES	FREQUENCIES	DEGREE
RS1	No relation at all	05	10^0
RS2	A lot of relations exist between them	85	170^0
RS3	Not much relations exist between them	25	50^0
RS4	At least some relations exist between them	35	70^0
RS5	Much relation exist between them	30	30^0
RS6	Undecided	10	20^0

From "Table 2" above, it has been shown that "RS2" has the highest frequencies (i.e. 85) and highest degrees (170^0). This presupposes that many students in Nigeria believe that there is a great relation between employing ICT in English Language pedagogy and Nigeria's national development. "RS1" has the lowest frequencies (10) because few Nigerians doubt the relations

between the employment of ICT in language pedagogy and national development. These responses of our respondents on RQ2 are hereby represented in the following pie chart.
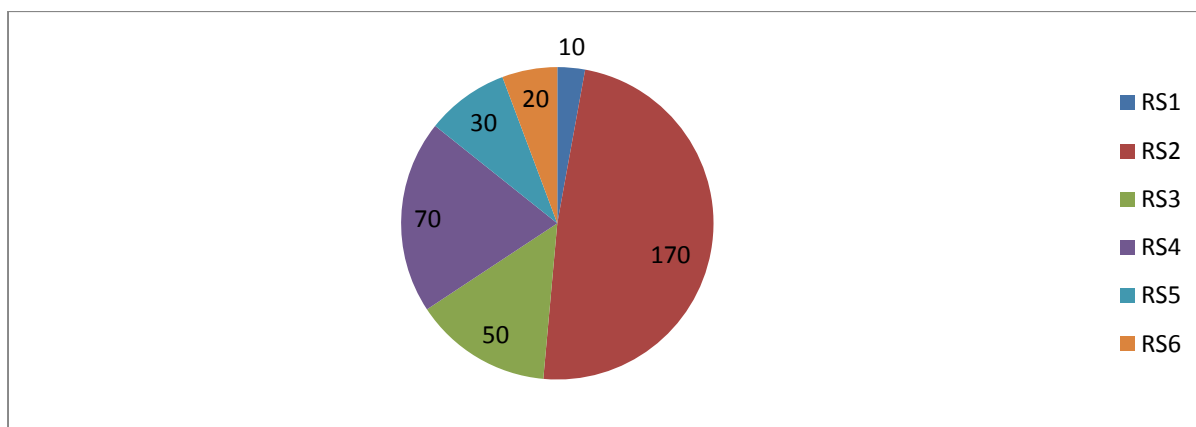

Fig 2: Pie Chart of Students responses to 'RQ2".

R.Q3: "What levels of advantages can computer-mediated communication (CMC) in English Language teaching and learning bring to Nigeria?

Table 3: Frequencies of responses to RQ3

S/N	RESPONSES	FREQUENCIES	DEGREE
RS1	No advantages	05	10^0
RS2	Few advantages	15	30^0
RS3	Very few advantages	30	60^0
RS4	Many advantages	80	160^0
RS5	Not many advantages	40	80^0
RS6	Undecided	20	40^0

From "Table 3" above, it is reflected that many (80) out of the respondents agreed that employing automated gadgets (CMC) in English Language pedagogy can bring many advantages to Nigeria; while very few (05) of out of 180 respondents were of the opinion that using computer mediated communications in English language pedagogy will bring no advantages to Nigeria. On the other hand, twenty (20) of the respondents were undecided. This is represented in the following pie chart.
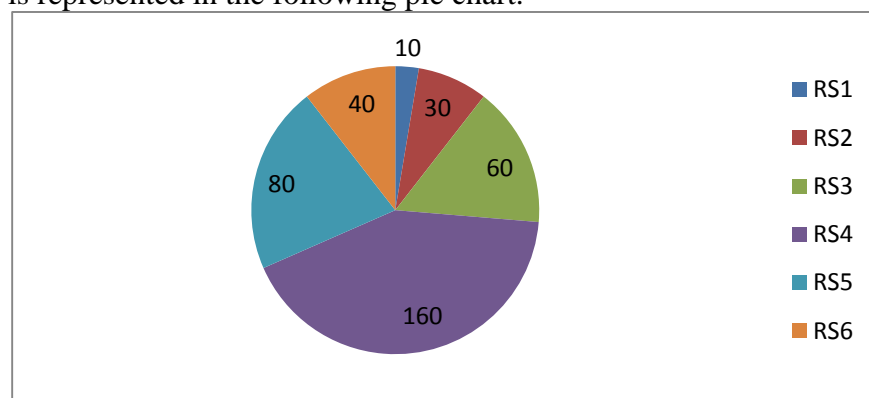

Fig 3: Pie Chart of Students' Responses to "RQ3".

RQ4: Can the use of ICT in Nigerian education improve the nation's development?

Responses to the question are shown below.
Table 4: Frequencies of responses to 'RQ4.

S/N	RESPONSES	FREQUENCIES	DEGREE
RS1	It can only improve the nation's technology and not her economy	30	60^0
RS2	It can only improve the nation's economy and not her technology	11	22^0
RS3	It has no effects on the nation's development	15	30^0
RS4	It can improve the nation's technology and so develop her economy	90	180^0
RS5	It has little effects on the nation's development	35	70^0
RS6	Undecided	04	08^0

From "Table 4" above, it was revealed that many (90) out of 180 respondents believed that employing ICT in Nigeria's education can improve the nation's technology and economy while 15, out of 180 respondents held the view that it has no effects on the nation's development. The significance of this is that employing ICT in Nigerian education will develop the nation's technical know-how and also advance her economy. This table is hereby represented in the following pie chart (Fig 4.)
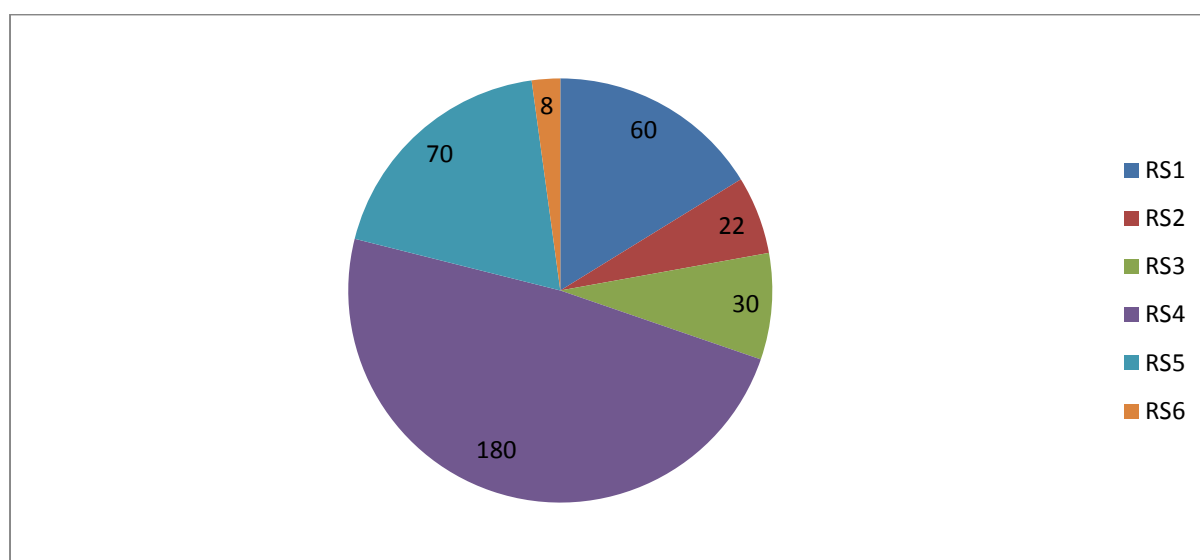

Fig 4: Pie Chart of Students responses to "RQ4
RQ5: What are the negative effects of employing ICT in the English Language pedagogy on Nigeria?

Table 5: Frequencies of responses to RQ5:

S/N	RESPONSES	FREQUENCIES	DEGREE
RS1	It increases internet fraud, develops poor attitude to reading and encourages social indecorums	85	170^0
RS2	It encourages the watching of pornography	25	50^0
RS3	It encourages laziness and theft	16	32^0
RS4	It increases the rate of gangsterisms in the nation	15	30^0
RS5	It reduces hardiwork and encourages violence	35	70^0
RS6	Undecided	04	08^0

From "Table 5" above, it has been clearly shown that many respondents (85 out of 180) held the view that ICT has the negative effects of internet fraud, increases poor attitude to reading and encourages social indecorums. The responses of the respondents on the negative effects of ICT are reflected in the following pie chart (i.e. Fig. 5)
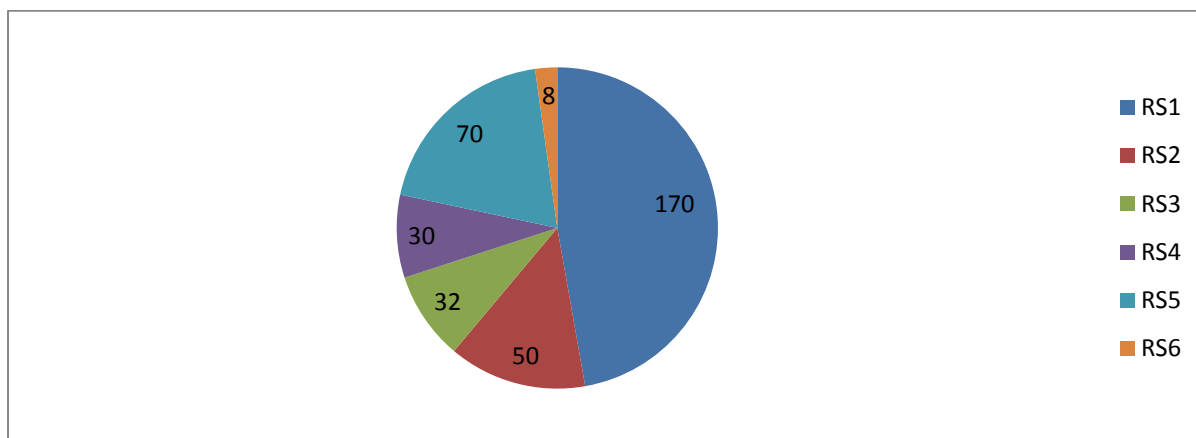

Fig 5: Pie chart of students responses to RQ5.

Pedagogical Implications
It has been shown through this study that despite the few negative effects of ICT like misuse of it for watching pornography and using it for fraud, the usage of this automated tool in English Language pedagogy will not only help develop the technical know-how in Nigeria, but it will equally help advance the nation's economy. The findings revealed that ICT usage in language pedagogy will not only help develop the communicative competence of the students in English as a target language, but it will also help facilitates the teaching and learning processes in Nigeria and the world at large.As a result, government needs to equip each secondary school in Nigeria with automated gadgets like computer, projectors, and other digital tools in order to not only improve second languages, but also to help develop the nation technologically.

CONCLUSION

By and large, this study has been used to examine and showcase how the employment of digital gadgets can develop a nation's technology and economy. The development of the science and technology of any nation can be easily facilitated through the use of ICT and automated gadgets. If the English Language pedagogy is facilitated through ICT, it will not only improve the communication and mutual understanding among people of diverse ethno-linguistic and cultural backgrounds, but it will also develop the nation's technology. Consequently, the development of the technical skills not only help the production and economic self-reliance, but it will also develop the nation's economy. If government can help develop the utilization of ICT in language pedagogy, Nigeria's technology and economy will be drastically developed.

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