

STUDENTS' PERCEPTION OF THE USE OF ELECTRONIC MEDIA IN ELT LARGE CLASSES IN SOUTHWESTERN NIGERIA COLLEGES OF EDUCATION

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ABSTRACT: *This paper examines the effects of using electronic and automated media in ELT classes in Southwestern Nigerian colleges of education. Data for the study were gathered among 180 randomly sampled students from six Southwestern Nigerian colleges of education. The data were analysed through the statistical tool of pie chart. The findings revealed that electronic and digital gadget facilitates the pedagogy in ELT large classes in Southwestern Nigerian colleges of education, reduces boredom in ELT large classes, ameliorates congestion through the use of video/teleconferencing and makes the pedagogy in ELT large classes more scientific. The findings also revealed that electronic and automated gadgets are insufficient and are not properly utilised in Nigerian in ELT large classrooms, while the available automated and electronic gadgets in ELT large classes of Nigerian tertiary institutions are often vandalised and stolen by ethno-religious extremists and rogues. The paper equally states that the use of electronic/automated tools in ELT large classes will not only improve Nigeria's technology, but it will advance her economy.*

KEYWORDS: ELT, Electronic Media, Large Classes

INTRODUCTION

The Use of English is a general course taught in Nigerian tertiary institutions including the colleges of education in the country. Students from different fields are taught on the basic grammar, vocabulary development, reading comprehension, phonetics and phonology as well as English for Specific Purposes in order to make the students have an all-round development in the readings, writing, speaking and listening skills of this target language. Teachers of English as a second language (ESL) in Nigerian tertiary institutions teach in order to improve, not only the students' linguistic competence, but to also increase their communicative competence in English as a second language. This is done by making the Use of English a compulsory course for every student from different fields of human endeavours.

However, the teachers of English Language in Nigerian schools, colleges, polytechnics and universities are often bedeviled by the problem of overcrowding of students in a class. Such large classroom always leads to poor result of students and knowledge of the subject matter. Hence, the novel use of the digital or automated gadget in language pedagogy in general and the English Language Teaching (ELT) in particular has led to the introduction of the automated and digital gadgets in the teaching and learning of the English language in a multilingual, bilingual and bicultural Nigerian society. In this study, the effects of employing the electronic media in ELT large classes in Southwestern Nigerian colleges of education was examined. This study was used to proffer solutions to problems of congestions in the General English

classrooms in Southwestern Nigerian Tertiary Institutions with a specific reference to the Use of English courses taught at the General Studies in Education (GSE) Departments.

Existing Study on Electronic Approach to English Language Learning in Nigeria

Many researchers have used different approaches to study the use of Information Communication Technology (ICT) and the electronic gadgets in language and communication as well as language pedagogy. For instance, Durrant and Green (2001) study the methods of meeting the new challenges in the new literacies and new technologies in school education, while Alabi (2005) examines the new global system of mobile communication (GSM) in Nigeria. Ansley and Bull (2006) examine the changing literacies in the new teaching and learning multi literacies. Taiwo (2010) studies the creativity and social change through SMS in Nigeria, while Oni and Osunbade (2009) examine the pragmatic force in synchronous computer mediated communication in Nigeria. Gruber (1998) studies the computer-mediated communication in scholarly discourse, while Aremu (2012) examines the problems and prospects of employing electronic media in the teaching and learning of English in a Nigerian second language context. Aremu (2014) studies the methods of integrating the use of electronic materials into reading instructions in Nigerian schools while Oni (2007) does a semiotic analysis of computer mediated-communication (CMC) in selected instant messages of Nigerian students.

Goteng (2014) examines the process of utilising digital approaches and resources in the teaching of English in Nigerian universities. According to Goteng (2014, p. 1), the use of laptop/computer, projector, ipad, tablet, padcasts and video games are new methods of English Language pedagogy in Nigeria. Also, Gbeyonron and Galti (2014) study the way of utilising mobile assisted language use for the learning of English Language in Nigerian universities. The present study can be utilised to advance the study on the employment of ICT and electronic gadgets on the English Language pedagogy. Next, we discuss the concept of ICT and electronic tools in language teaching and learning.

The Concept of ICT and Electronic Learning in the English Language Pedagogy

According to Rodriguez and Wilson (2000), information and communication technology (ICT) has been defined as “the set of activities which is facilitated by electronic means of processing, transmitting and displaying information”. In ICT, computer is often employed. In the view of December, (1997), computer is the technological tool of processing, accessing, retrieving and strong information in a faster way. Electronic gadgets like computer/laptop, projector, microphone, etc are often used in language teaching and learning. Reid (2002) posits that ICT comprises packages and applications like CD-ROM, video technology, video/ tele-conferencing, etc. In the view of Dang (12009), computer and internet based technologies can be compartmentalised into two: generic and CALL software applications. Examples of generic software applications are word processors, web-browsers, word processors and e-mail packages.

CALL software applications have useful websites with a focus on purposeful language teaching and learning. Also in ICT, data logging and digital recording equipment, projection technology, multimedia resources, generic software, etc are used (Reid, 2002). In ICT, e-documents abound. Electronic document (e-document) refers to contents that are disseminated in electronic form. Information in form of e-books, online periodicals, e-journal, animation,

websites, photographs, graphics, meta data, microsoft word processors, etc are part of e-documents. Besides, ICT is often used in virtual discourse through tools like linked in, twitter, 2go, face-book, etc. ICT is often used as electronic source of information in not only in language engineering, but also in language pedagogy.

Apart from the foregoing, tele and video-conferencing, is an ICT package often used in the current digital technology and digital literacy. Teleconferencing (often called video-conferencing) is an automated tool used in the teaching of English as a foreign language in countries like China, Iraq, Germany, USSR etc and English as a Second Language (ESL) in Botswana, Egypt, South Africa, Namibia, Kenya, Tanzania, Cuba, etc.

In Nigeria, use of ICT in English Language pedagogy is a novel tradition which is fastly eroding the former written culture. Users of ICT and computer in the teaching of English as a second language now abound in Nigeria, especially in metropolis like: Lagos, Kaduna, Kano, Port Harcourt, Ibadan, Benin, etc. Teachers of English as a L₂ in Nigerian unity and private schools often use ICT to teach the language. Coupled with the foregoing, digital and electronic gadgets are commonly used in teaching English most especially as phonetics and phonology of the English Language in Nigerians universities.

However, problem of epileptic power supply, poor utilisation of ICT gadgets and poor attitudes of some teachers serve as the cog in the wheel of progress in the use of electronic and digital tools in teaching English as a second language in Nigeria (Aremu, 2012). According to Raji-Oyelade (2014, p. 3), there are two groups of people in our contemporary society: (i) technophobes and (ii) technophiles. “Technophobes” are those that fear the threat of the overwhelming force of electronic media; while “technophiles” are those who embrace the change which digital culture brings and try to understand the facility of the technological shift.

Raji-Oyelade (2014, p. 6) continues by saying that in Nigeria and other nations in the world, we have categories of digital literacy. According to him, we have (i) e-literate illiterates, (ii) e-literate literates, (iii) illiterate e-literates and (iv) e-dependants. “E-literate illiterates” are people who are uneducated but are versed in the use of computer, ICT and other digital tools. “E-literate literates” presupposes the people who are educated and could effectively use computer, ICT and other automated gadgets. “Illiterate E-literates” are those who could neither speak nor write in any of the modern languages: English, French, German or Portuguese; and could not understand how to use computer and ICT facilities. The (iv) e-dependants’ according to Raji-Oyelade (2014,p.6) are people who often pretend as if they are ICT/computer literates by depending on the service of those who have knowledge and skills in digital tools and their applications.

The above named categories of people could be found among teachers of English as a second language (ESL) in Nigerian secondary schools and tertiary institutions. However, it has now become mandatory for English Language teachers in Nigeria to be computer / ICT literates since an average Nigerian youth (literate and non-literate) is directly or indirectly employing the computer and digital gadgets through the use of cell-phones, calculator, i-pods, i-pads, etc. This paper is used to examine the use of electronic media (ICT, computer, etc), in ELT large classes in South western Nigerian colleges of education.

Statement of the Problem

Teaching English as a second language (ESL) in Nigerian tertiary institutions has become a Herculean task since there is often a congestion of students in a class. Teaching Basic Grammar, Vocabulary Development, Reading Comprehension, Advanced Composition Writing, etc as general courses at the polytechnic, colleges of education and universities in Nigeria is tedious. Most students peep through windows where they often find it difficult to see what the teachers write on the chalkboard and where they often find it difficult to hear their teachers speak.

This uncondusive learning environment in Nigerian schools often complicates the students' acquisition of the linguistic, communicative and pragmatic competence in English as a target language (TL) in the country. Besides, it is often difficult to conduct an appropriate English Language Testing in Nigerian schools, while the problem of large classes often encourage examination malpractice, poor students' attitude to English Language pedagogy, etc. Besides the foregoing, a lot of research on the use of ICT in English Language pedagogy in Nigeria are based on (i) problems facing use of ICT in English Language pedagogy, (ii) teachers' poor attitude to the use of computer-mediated communication (CMC) in English pedagogy, etc.

For instance, Alabi (2005) examines the problems of an emergent written language of the global system for mobile communication in Nigeria; while Aremu (2012) studies how ICT can be used in transforming the teaching and learning of English Language in Nigeria. Egbe (2009) studies the aspect of grammar of sms text messages in Nigeria; while Gbeyonnon and Galti (2014) examine how mobile assisted language use can be utilized in teaching English in Nigerian universities. Goteng (2014) equally examines how digital approaches and resources can be used in teaching English in Nigerian universities. It has been observed that not much work that are specific have been done on the use of electronic media in ELT large classes in Southwestern Nigerian colleges of education. This work was therefore used to fill the existing lacuna or gap in language pedagogy and digital communication. This study was, as a result, used to examine the advantages of using e-learning in controlling large classes in Nigerian colleges of education, to examine the usefulness of ICT in ELT large classes and also to examine ways of positively utilising electronic gadgets in ELT large classes in Nigerian colleges of education.

Significance of the Study

This study is significant because the existing studies on the use of ICT in English Language pedagogy have been focused at examining (i) the problems caused by the hybrids of new lexicons and new spellings in English Language by the mobile text messages (Alabi, 2005; Chilwa, 2010 and Egbe, 2009); (ii) utilization of digital tools in teaching English Language in Nigerian universities (e.g. Goteng, 2014); (iii) problems faced by teachers of English in the use of ICT in the teaching and learning of the English Language in Nigeria (Aremu, 2012); etc. This study is however different from the existing ones because it focuses at proffering possible solutions to the problems of congestions in large classes of English Language Teaching (ELT) in the Southwestern Nigerian Colleges of Education. Besides, the study is equally significant because it extends the terrain of research on e-learning and digital technology in general but English Language pedagogy in particular.

Research Questions

- RQ1** what are the effects of using electronic gadgets in English Language Teaching (ELT) large classes in Nigerian colleges of education?
- RQ2** Do the use of electronic tools like projector and computer help curb the problem of congestion in ELT large class?
- RQ3** Do teachers of English Language in Nigerian colleges of education often use electronic and automated packages like video-conferencing, power point, etc in ELT large classes?
- RQ4** Do Nigerian colleges of education have sufficient electronic and automated tools like projector, computer, decoder, etc to be used in ELT large classes?
- RQ5** Are the available electronic and automated gadgets in Nigerian colleges of education properly used in ELT large classes?
- RQ6** What problems often impinge the proper use of automated and electronic gadgets in ELT large classes in Nigerian colleges of education?

Theoretical Perspective

The theoretical base of this study revolves round Kasper's (2011) concept of pragmatic competence, Hymes' (1964, 1972) concept of communicative competence as well as Schnurr and Smith's concept of "video conferencing in education". According to Dell Hymes(1964), communicative competence refers to the acquisition of linguistic and communicative skills which makes a L₂ learner to effectively use a target/second language in all real-life situations. In doing this, the learner of a second language will be able to know or understand "who speaks what, to who and how?" in a second / target language.

Having a communicative competence in English as a second language in Nigeria will make the learners of English to understand the norms and socio-cultural values that control the use and usage of the mother tongues and English Language in Nigeria. According to Canale (2003) cited in Ogunsiji (2004), communicative competence makes a child to have an all-round development in basic skills of the target language. For a child to have a communicative competence in English as a L₂ in Nigeria, such a child must understand the social and cultural contexts of use and usage of the English Language in the country. Canale (2003) explains that communicative competence can be divided into discourse, strategic, sociolinguistic and grammatical competence. Strategic competence presupposes the communicative steps used by the speakers to make communication more felicitous. Discourse competence involves the achievement of cohesion and coherence in spoken and written texts. Grammatical competence refers to the speakers' knowledge of syntax, morphology, phonology and semantics in a target/second language; while sociolinguistic competence deals with the speaker's perception of appropriate language use.

On the other hand, to define pragmatic competence, one needs to first define 'pragmatics.' According to Kasper (2001) pragmatics refers to interpretation of meaning of words and expressions in relation with their contextual and situations usages. Kasper (2001) and Leech (1990) compartmentalizes pragmatics into: (i) linguistic pragmatics (which deals with the

analysis of direct and indirect strategies of communication and (ii) socio-pragmatics which implies the study of the social perception of notions such as distance, solidarity, power and intimacy that are crucial to communication. Pragmatic competence is defined as the speaker's knowledge of the conditions and manners of appropriate use of language. Appropriateness of language use is the base of pragmatic competence. In the view of Canale and Swain (1980), and Bachman (1990), pragmatic competence can be divided into sociolinguistic competence and illocutionary competence. Sociolinguistic competence here refers to "ability of a L₂ learner to understand the norms in a second language and adapt them to his or her second language use and usage. Illocutionary competence on the other hand, is concerned with the speaker's knowledge of the achievement of different / varied types of speech acts (Byram 1995). Pragmatic competence relies on the "enhancement of the socio-cultural norms" such norms are learnt by L₂ learners learning English as a second language in Nigeria. For instance, we have greetings, norms in Southwestern Nigeria which is different from the norms in the Eastern and Northern Nigeria. These greetings norms must be acquired by a L₂ learner of English in Nigeria to be able to have a real pragmatic competence in English as a second language in Nigeria. These linguistic tools can be used along with video-conferencing in reducing the problems associated with English Language Teaching (ELT) large classes in Nigerian colleges of education. Now we define the concept of "video-conferencing". Video-conferencing (VC) refers to the technological, digital and electronic method of delivering course content from one place where some or all of the students are physically present in other locations using technology to transmit audio and video signals between the sites (Brade, 2007). VC must be appropriately used within contexts to enhance teaching and learning of a language. According to Hussain, Musaab & Ali (2013), VC plays a vital role in teaching English as a second language in Iraqe English as a foreign language (EFL) university classes. VC often helps in developing the students' communicative and pragmatic competence in English as a second language in Nigerian tertiary institutions, most especially at the colleges of education. Hence, the theoretical 'scaffolding' of this paper revolves round Hymes (1964, 1972) and Canale's (1983) communicative competence; Kasper's (2001) pragmatic competence and Brade's (2007) concept of "video conferencing." It is an eclectic approach.

In the perception of Luck (2003), VC can be adapted as one of electronic media approach (EMA) to English language teaching. It often cross out the geographical, distance and cultural challenges in language learning. It facilitates the teaching and learning of ELT large classrooms and it is result oriented. It creates greater opportunity for dialogue between the learners and the teacher teaching a very large class of students. Hence, 'VC' was adopted as an ICT tool in controlling problems of congestion of students in ELT large classes.

RESEARCH METHODOLOGY

Methods of gathering the data for this study include questionnaire administered among one hundred and eighty students from six Southwestern Nigerian colleges of education: (i) FCE, Osiele, Abeokuta; (ii) FCE (Special), Oyo; (iii) FCE (Technical) Akoka, Lagos, (iv) EACOED., Oyo; (v) Adeyemi College of Education, Ondo; and (vi) Osun State College of Education, Ilesa. From each of these schools, thirty students were randomly sampled through stratified random sampling technique. The students selected were from different departments and offer English as a general course at the GSE Departments in these institutions. The

gathered data from the respondents were analysed by employing the frequency count of pie chart. Hymes' (1964, 1972), and Canale's (1983) concept of communicative competence; Kasper's (2001) concept of pragmatic competence and Brade's (2007) concept of "Video conferencing" were utilised as the theoretical base of this study.

Data Analysis and Discussion of Findings

The findings from the data revealed the following:

RQ1: What are the effects of using electronic gadgets in ELT large classes in Nigerian colleges of education?

The following "Table 1" shows the frequencies of responses to "RQ1"

Table 1: Frequencies of respondents' responses to question on "RQ1"

S/N	Responses	Frequencies	Degree
R1	It reduces the tedium of teaching and learning in ELT large classes	42	84 ⁰
R2	It makes pedagogy in ELT large classes student centered	48	96 ⁰
R3	It makes students to easily understand what they learn in ELT large classes	72	144 ⁰
R4	It makes pedagogy in ELT large classes more scientific.	16	18 ⁰
R5	It has no effect at all.	02	04 ⁰

From Table 1 above, it has been revealed that "R3" that states that it makes students to easily realize what they learn in ELT large classes" has the highest frequency (72). This was followed by "R2" that states that "It makes pedagogy in ELT large classes to be student-centered. "R5" which states that "It has no effect at all" has the lowest frequency in the "table 1." This is shown in the following pie chart in "Fig 1".

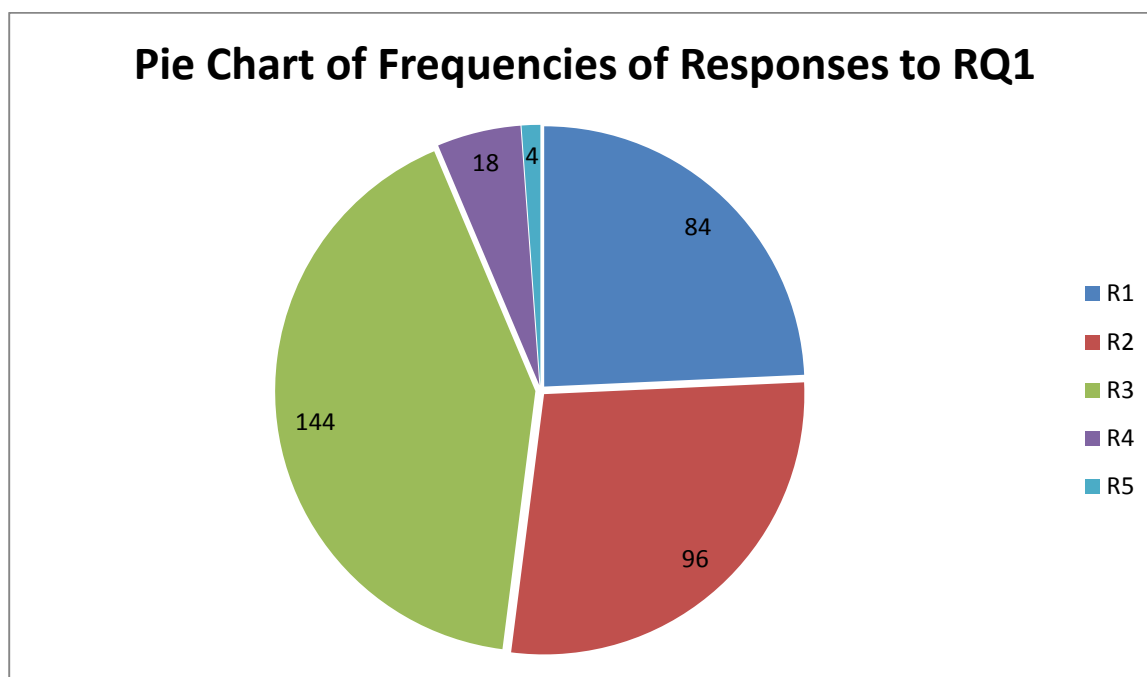


Fig 1: Pie chart of students' responses to "RQ1"

Key:

- (1) "R" means "responses"
- (2) RQ means "Research question."

RQ2: "Can the use of electronic tools like projector, computer etc help curb the problem of congestion in ELT large classes?"

The following "Table 2" shows the frequencies of responses of respondents in the questionnaire to "RQ 2".

Table 2: Frequencies of the respondents' responses to "RQ 2"

S/N	RESPONSES	FREQUENCIES	DEGREE
RQ1	It can help a little	03	06 ⁰
RQ 2	It cannot help at all.	01	02 ⁰
RQ3	It can help reduce problem of congestion through the use of video/tele-conferencing, etc	56	112 ⁰
RQ4	It facilitates student's full understanding of the subject matter in ELT large classes.	62	124 ⁰
RQ5	It helps makes the teaching and learning environment in ELT large classes very conducive.	58	116 ⁰

From "Table 2" above, it can be shown that many of the respondents (62 out of 180) believed that employing the electronic tools e.g teleconferencing public address system, laptop, computer, projector etc) in ELT large classroom help improves student's understanding of the

subject-matter. Also, 58 out of 180 respondents believed that using automated gadgets like computer, projector and other electronic tools helps make the pedagogy in ELT classes to be very conducive; while 56 of the respondent's held the opinion that using electronic and automated gadgets in E:LT large classes to produce packages like teleconferencing and power-point help reduce congestion in ELT large classrooms. Only one (1) of the respondents held the view it cannot help at all. This is in the following pie chart in "Fig 2."

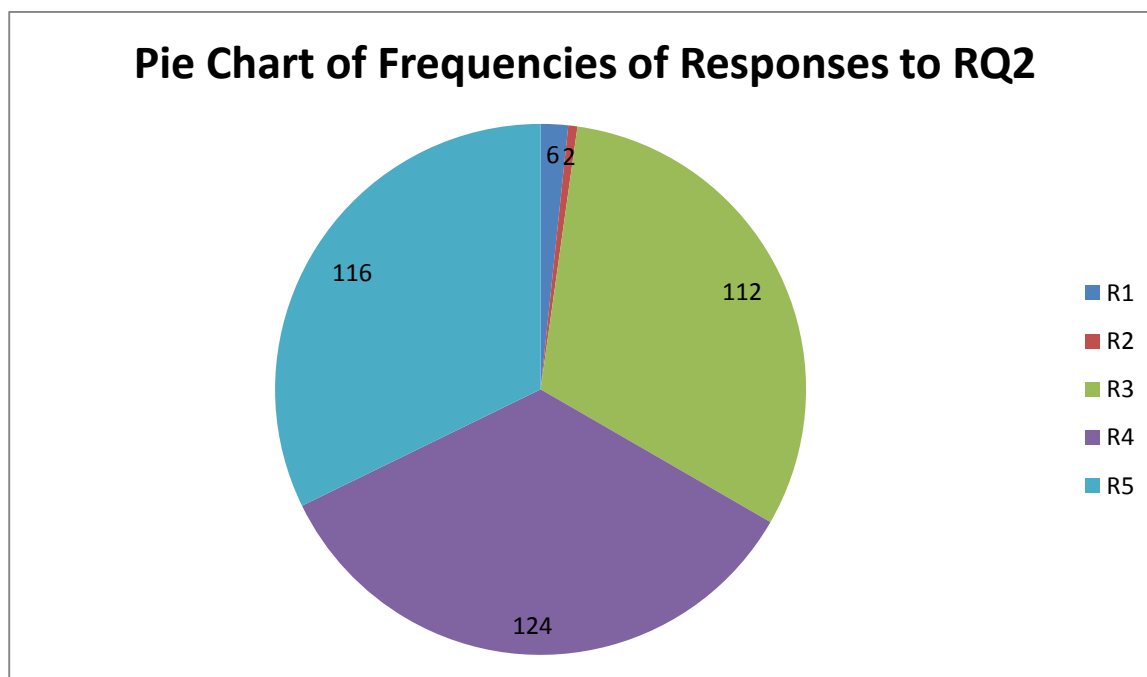


Fig 2: pie chart of students' responses to "RQ2."

RQ3: "Do teachers of English in Nigerian colleges of education use electronic and automated packages like video-conferencing, power point, etc in ELT large classes?"

"Table 3" below shows the frequencies of the responses of the respondents to "RQ3."

Table 3: Frequencies of the respondents' response to "RQ3"

S/N	RESPONSES	FREQUENCIES	DEGREE
R1	Teachers of English in Nigerian colleges of education use power point, teleconferencing etc, in ELT large classes.	65	130 ⁰
R2	They use them occasionally.	90	180 ⁰
R3	They use them every day.	10	20 ⁰
R4	They don't use them at all.	08	16 ⁰
R5	They use them most often.	07	14 ⁰

From “Table 3” above, it can be shown that many of the respondents believed that teleconferencing and power-point are occasionally used in Nigerian colleges of education in ELT large classes. Those who held this view represents half of the entire 180 respondents used to administer the questionnaire.

Also, 65 out of 180 respondents were of the opinion that teleconferencing and power-point are used in ELT large classes in Nigerian colleges of education. Ten of the respondents agreed that they are employed everyday, eight opined that they are not utilised at all in ELT classes in Nigerian colleges of education, while fourteen out of the respondents held the view that power points and teleconferencing are most often used in ELT large classes in Nigerian tertiary institutions most especially in the colleges of education. This is reflected or shown in the following pie chart in “Fig 3.”

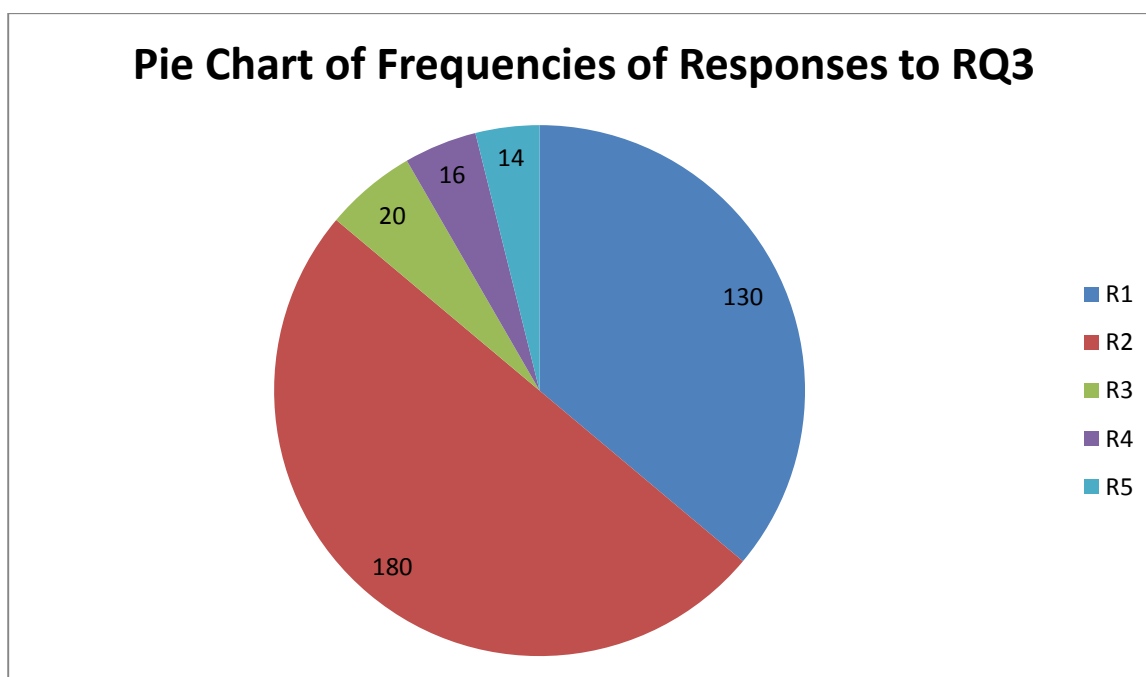


Fig 3: Pie chart of students' responses to “RQ3.”

RQ4: Do Nigerian colleges of education have sufficient electronic and automated tools like projector, computer, decoder, etc to be used in ELT large classes?

The following “Table 4” reflects the frequencies of the respondents' response to RQ4.”

Table 4: Frequencies of the respondent's responses to RQ4.

S/N	RESPONSES	FREQUENCIES	DEGREE
R1	They have sufficient electronic and automated tools	24	48 ⁰
R2	They don't have sufficient electronic and automated tools	66	132 ⁰

R3	Most of them don't have at all.	10	20 ⁰
R4	Few of them have enough electronic and automated tools.	26	52 ⁰
R5	Most of the don't have enough electronic and automated gadgets.	54	108 ⁰

From "Table 4" 'R2' shows that 66 out of 180 respondents agreed that Nigerian colleges of education don't have sufficient electronic and automated gadgets to be used in ELT large classes, 54 of the respondents held the opinion that most Nigerian colleges of education don't have enough electronic and automated gadgets, 26 of the respondents agreed that few Nigerian colleges of education have enough electronic and automated tools which they use in ELT large classes, while 10 of the respondents agreed that most Nigerian colleges of education don't have electronic and automated tools.

This is reflected in the following pie chart in "Fig 4"

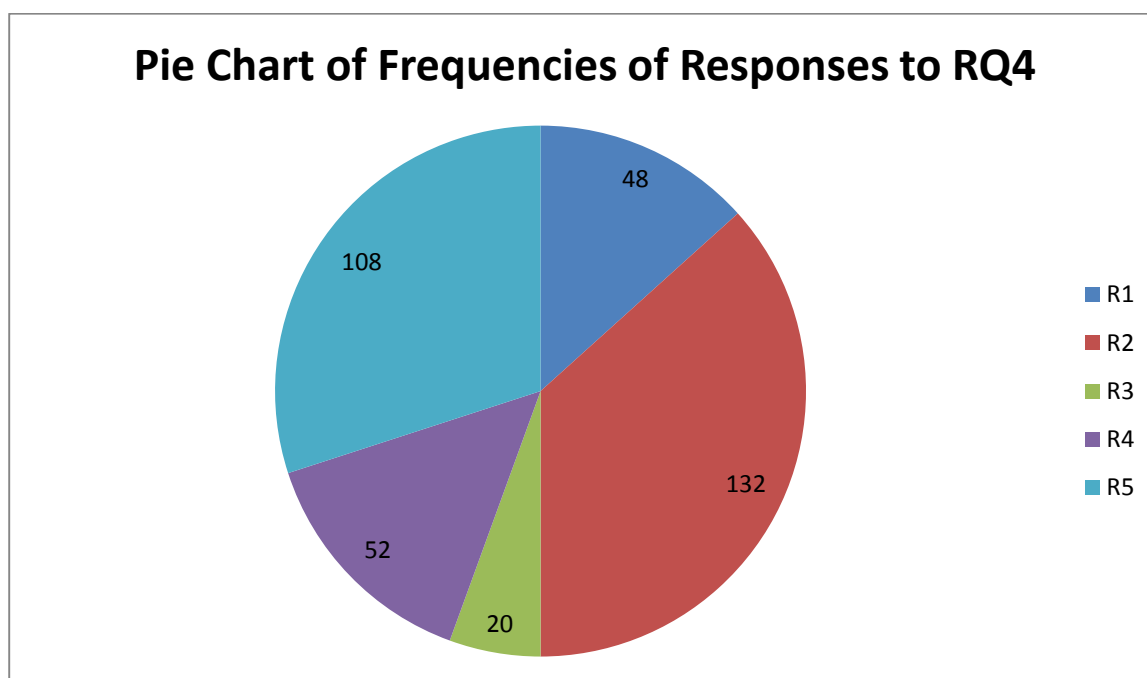


Fig 4: Pie chart of student's responses to 'RQ4'

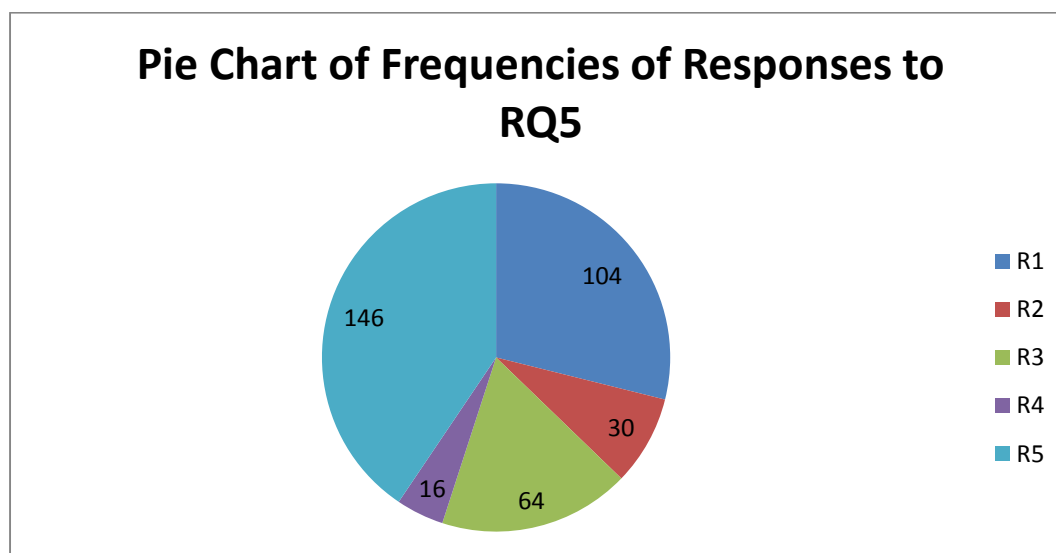
RQ 5: Are the available electronic and automated gadgets in Nigerian colleges of education properly used in ELT large classes?

The following "Table 5" has been used to show the frequencies of the respondents' responses to "RQ5."

Table 5: Frequencies of the respondents' responses to "RQ5"

S/N	RESPONSES	FREQUENCIES	DEGREE
R1	They are not properly used at all.	52	104 ⁰
R2	They are properly used.	15	30 ⁰
R3	Most of those electronic and automated gadgets are used for mundane things instead of using them in ELT large classes.	32	64 ⁰
R4	Most of those tools are just there without being used.	08	16 ⁰
R5	Most of those gadgets are often stolen or destroyed because of lack of safety of lives and properties caused by cultists, vandals, thieves, ethno-religious extremists in Nigerian colleges of education.	73	146 ⁰

In "Table 5" above, it has been shown through 'R5' that many (73) of the respondents believed that many of the available, electronic and digital gadget that are supposed to be used in ELT large classes are often destroyed or stolen by the vandals, cultists, ethno-religious extremists, thieves, etc. Also, 'R1' reflects that 52 of the respondents agreed that electronic and automated gadgets are not properly used in Nigerian colleges of education. In R2, it has been shown that 15 out of 180 respondents agreed that electronic and automated gadgets are often properly used in Nigerian colleges of education; while in R3, 20 out of 180 respondents agreed that most of the electronic and automated gadgets supplied by Nigerian governments to be used in ELT classrooms in Nigerian colleges of education are used for mundane things like watching pornography. This is shown in a clearer way in the following pie chart in "Fig 5."

**Fig 5: Pie chart of students' responses to 'RQ 5'**

RQ6: What problems often impinge the proper use of electronic and automated gadgets in ELT large classes in Nigerian colleges of education?

Table 6: Frequencies of the respondents' response to "RQ 6"

S/N	RESPONSES	FREQUENCIES	DEGREE
R1	The use of electronic and automated gadgets like projector, decoder, computer, microphone, laptop, etc in ELT large classes in Nigeria is often bedeviled by problem of epileptic power supply	65	130 ⁰
R2	The use of the automated and electronic tools in ELT large classes in Nigerian college of education is badly affected by insufficient computer-literate English teachers.	26	52 ⁰
R3	Their use in ELT classes in Nigerian colleges of education (NCE) is faced with the problem of poor fund.	16	32 ⁰
R4	Their use in Nigerian schools is worsening the problem of students' bad attitude to reading.	25	50 ⁰
R5	Their use in Nigerian schools has led to problem of use of idiosyncratic spellings e.g 'tics' for thanks.	48	96 ⁰

In "Table 6" above, it has been shown in "R1" that the use of the electronic, automated and digital gadgets like projector, laptops, computer, microphone, decoder, etc in ELT large classes in Nigerian colleges of education is bedeviled by problem of epileptic power supply since most of the respondents (65 respondents) held that view. This is followed by "R5" where 48 respondents agreed that the use of these digital gadgets in Nigerian tertiary institutions has led to the problem of hybridization of new "idiosyncratic" spelling in Nigerian English such as: "tks" for "thanks", "b/c" for "because", "2 moro" for "tomorrow". The students in Nigerian tertiary institutions have imbibed the idea of using those erroneous spellings in engaging in virtual discourse, writing letters, etc. this idea is worsening the problem of lexico semantic errors in Nigerian English usage. In 'R2' it has been shown that 26 respondents believed that the use of the electronic and automated gadgets in ELT large classrooms in Nigerian schools is faced with the problem of insufficient personal like computer-literate English teachers; while in "R4" it has been revealed that the use of electronic and automated gadgets in ELT large classes in Nigeria is worsening the students' poor attitude to reading. In "R3", it has been shown that 16 of the respondents held the opinion that the use of the electronic and automated gadgets in Nigerian tertiary institutions including the Nigerian college of education is faced with the problem of lack of fund. This is shown in a clearer way in the following pie chart in "Fig 6."

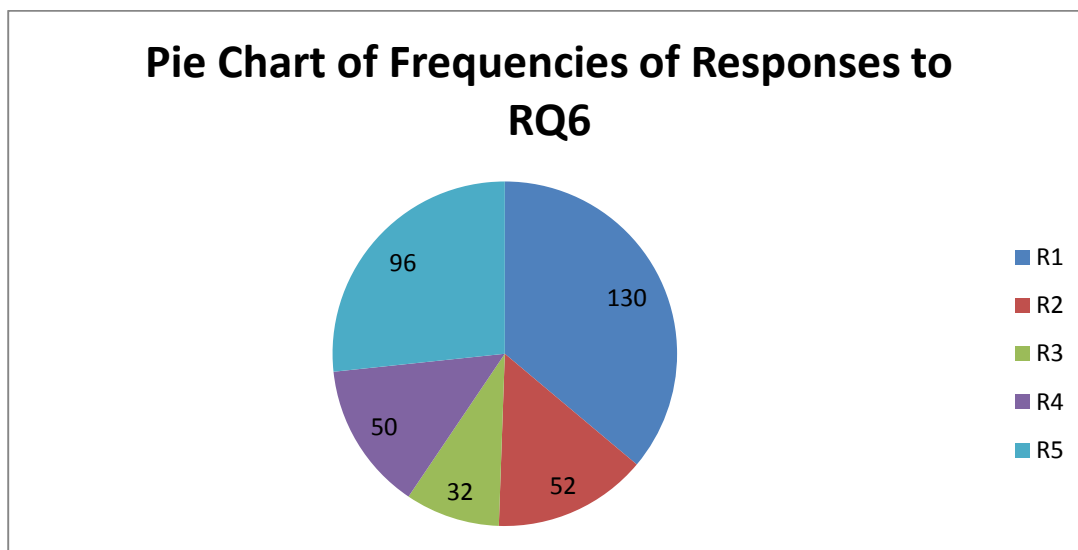


Fig 6: Pie chart of students' responses to "RQ 6"

Pedagogical Implications

This study revealed that electronic, digital and automated tools like computer, laptop, projector, decoder, web cap, etc can help produce the digital packages like teleconferencing, power-point, interactive language teaching etc in ELT large classes in Nigerian tertiary institutions. The findings equally revealed that despite the problems which face their use (e.g. epileptic power supply, insufficient computer-literate personnel, insufficient fund, and insecurities in the Nigerian schools, improper handling of digital tools in Nigerian schools etc.), the employment of the electronic and automated gadgets in Nigerian colleges of education and all tertiary institutions is fastly facilitating the pedagogy in ELT large classes. It also reduces the problems of unconducive learning environment and boredom in the pedagogy of English as a second language in ELT classrooms in a Nigerian multicultural and multilingual context. Using the electronic and digital tools in teaching English Language in ELT classes in Nigerian schools is fastly improving the technological advancement of Nigeria and equally improving the nation's economic growth since it is advancing the technical skills in Nigerian youths. Besides, the utilisation of the electronic and automated gadgets in ELT classrooms in Nigeria helps develop the learners' communicative competence in English as a target language in Nigerian socio-cultural contexts.

CONCLUSION

In a nutshell, this study has been employed to examine how the use of the electronic and automated gadgets (e.g projector, laptops, ipads, microphone etc) in ELT large classrooms in Nigerian tertiary institutions, most especially the Nigerian colleges of education can help reduce the tedium, boredom and unconducive pedagogical environment in the English Language class. The utilisation of the electronic and automated gadgets in ELT classes in Nigerian schools will help develop the Nigerian students communicative competence in

English as a L₂, advance the technical skills in Nigerian youths, facilitates the pedagogy in ELT large classes in Nigeria, makes Nigerian students to be in tune with the novel digital culture in the world; and it helps advance the use of English as a global language. Since teachers are the nation's developers, development of Nigerian teachers' technical and linguistic skills through the use of the electronic and automated gadgets in ELT classes of Nigerian colleges of education will help develop Nigeria's technology and economy. Nigerian government and African nations at large should endeavour to properly fund the utilisation of the electronic, digital and automated gadgets in ELT large classes in their colleges of education since English remains the best 'window' to the world.

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