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The Impact of Digital Technology and Information Communication Technology on English Language in Nigeria

Akabua, Nnamdi E.
School of General Studies
Department of Languages, Federal Polytechnic Oko
nnamdiakabua@gmail.com

Abstract

The proliferation of digital technology and Information Communication Technology (ICT) has significantly influenced the use and teaching of the English language in Nigeria. This transformation is evident in various spheres including education, media, and everyday communication. In educational settings, digital tools and ICT have revolutionized English language instruction, providing innovative platforms for interactive learning, access to a vast array of online resources, and the integration of multimedia content that enhances comprehension and engagement. Furthermore, social media and digital communication platforms have altered the dynamics of language use, introducing new forms of expression, slang, and abbreviations that reflect a hybrid linguistic culture. While these technologies have democratized access to information and fostered global communication, they have also presented challenges such as the erosion of formal writing skills and the potential for the proliferation of non-standard English. Additionally, the digital divide remains a critical issue, as unequal access to technology exacerbates educational and linguistic disparities. This study adopts a qualitative research methodology, utilizing a comprehensive literature review and thematic analysis to explore these phenomena. The theoretical framework is grounded in the Theory of Blended Learning Instructional Approach (BLIA), which provides insights into the integration of traditional and digital learning methods. This

abstract encapsulates the dual-edged impact of digital technology and ICT on English in Nigeria, highlighting both the advancements in linguistic proficiency and the emerging challenges that need to be addressed to ensure equitable and effective language education in the digital age.
Keywords: Digital, Information, Communication, Technology, Language.

Introduction

Language is very essential in communication and dissemination of information in human society. It is through it that cultural norms, morals, values, religious beliefs, and ideas among others are preserved and transmitted from one generation to another. Language enables the transmission and storage of very complex cultural information; therefore, it is a purely human and intrinsic method of communication. Language allows people to develop a sense of self and to interact with others in the community. Language is the means through which knowledge is transmitted. Every form of education—formal, informal, or non-formal—is expressed and acquired through language. The issue of education cannot be discussed without the language through which the concepts are expressed. No matter how expertly the learning experiences are selected and organized, the ultimate objective of the teaching-learning exercise would not be achieved if the language of instruction is unfamiliar to the learner.

English is the language of education in Nigeria. Hence, it is the predominant language used as a medium of communication among people of different ethnic nationalities. English language serves several purposes in Nigerian society. It is the lingua franca and the official language in Nigerian society due to the multi-ethnic groups that speak different indigenous languages. The English language is native to Britain, who through colonization brought the language to Nigeria in the mid-nineteenth century. They taught the coastal middlemen the type of English related to buying and selling. The

development and advancement of English language as both spoken and written language in Nigeria is credited to the various Christian missionary bodies that brought Christianity to Nigeria.

English later assumed an important position in Nigeria as the official language and the language of wider communication. In the absence of a national language, the English language was accepted as the language of government, education, commerce, mass media, and, above all, a language for international interaction and communication. Furthermore, it is considered the language for national development, educational advancement, social mobility, technological acquisition, among others. Thus, English is considered a vital aspect of national cohesion in Nigerian society. English language is indispensable to education in Nigeria; thus, it is a veritable tool for human development. To this end, the learning of the English language has become very important in Nigeria today. For this reason, it is being taught at all levels of education in Nigeria: nursery, primary, secondary schools, and tertiary institutions of learning. The Federal Government of Nigeria has made English language a core subject in the Nigerian education system. English language is a prerequisite for offering all the courses in Nigerian tertiary institutions. As a result of this, effective teaching and studying of English language should not be toiled with. With the advancement of Information and Communication Technology (ICT) in our present world, the use of digital technology gadgets in teaching English language in senior secondary schools is something that should not be neglected but given due attention. Electronic-learning covers a broad set of applications and processes, including web-based learning, computer-based learning, virtual classrooms, and digital collaboration. With the growth of Information and Communication Technology (ICT), learning outcomes are now being influenced by the deployment of technology to enhance teaching delivery and students' greater understanding of learning concepts.

Digital technology has introduced students to drilling and basic learning skills in a digital way. Introducing ICT-based assessment into secondary schools will enhance learning and make school more interesting to students. ICT-based classroom assessment will enhance learning and reduce wastage. Students usually earn more and learn more rapidly in the course of computer-assisted instruction. In advanced nations, ICT applications have been a great support to teaching and learning; it is very rare to see students or teachers without the use of computers complementing their work. Computers have made academic work easy, economical, and accurate to a certain extent. To this end, there is a need to ensure that every teacher of English language acquires basic ICT skills to be able to properly handle digital technology gadgets for effective teaching of English language. Most teachers are expected to be well-equipped and maximize the use of technology for the benefit of the students, especially in English as a Second Language (ESL) classrooms. The use of ICT in the teaching of English Language in secondary school will promote and help in the mastery of the subject. It will also motivate students to learn. Therefore, this research sought to determine the impact of digital technology on the teaching of English language in Nigeria.

Conceptual Framework

Concept of Education

Concept of education has been explained by various scholars. Nigerian National Thelicy on Education (1981), states that education is that aspect of learning that gives its recipients opportunity to acquire practical skills as well as some basic scientific knowledge. The above statement, recognises that scientific knowledge is a prerequisite for survival in this techno-scientific era which education could offer. Eneh (2004) asserts that education is a process of teaching, training and learning, especially in schools and colleges, to improve knowledge and develop skills. The above explanation narrowed education to formal education

only, neglecting indigenous or traditional education which was already in existence in Nigeria before formal education. Fafunwa (1974) documents that education is the aggregate of all the processes by which a child or adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives, that is to say, it is a process of disseminating knowledge either to ensure social control or to guarantee national direction or both. This thought recognizes the impact education has on the child which is not only to acquire knowledge and skills but to conform to societal norms and values which guarantees an ideal society. This was the type of education which the Greco-Roman world valued, where a student is found worthy in character and in learning before being certified as a graduate. According to Njoku (2018), education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself and others for mature life. Inko-Taria, (2010) points out that education is a process of developing a person in all aspects of life, to be able to function properly as an individual and be useful to society. This ideology points to the core goal of education which is towards positive development of ideal characters and behaviours and reformation of individuals to conform to the norms of the society. Therefore it could proposed that any person who have passed through the process of education, should not lack good characters and moral behaviours.

Furthermore, Nwadialor (2016) says that one school of thought argues that education is the acquisition of necessary skills to enable an individual earn money for livelihood. However, education may not necessarily be a condition to earn a living since there are many uneducated people in Nigeria who are very wealthy yet there are many, who are poor in spite of their education. Another school of thought also holds that education can be a process of imbibing an existing knowledge without questioning. There are also some difficulties in accepting this definition of

education since education aims at developing critical minds that could challenge the existing knowledge through the discoveries of new facts. For example it was initially believed that the earth is round in shape but Copernicus Theory countered this believe proposing that the earth is spherical and not round in shape. Although Copernicus Theory met oppositions especially by the Church but Copernicus Theory was later accepted. Nmah (2010) says that education is seen as social process designed to direct the rising generation into membership of their society. Here education created enlightenment among Nigerians that actually gavanised them into nationalism. Emenajo (1998) enunciates that education is the summation of all the processes for developing abilities, attitudes and all forms of positive attributes need for self and group socialisation, realization and total empowerment, the acquisition of skills of all sorts including the skills of being civilized, the ability to live with problems and paradoxes and find solutions to them. Okoroma(2007) affirms that not only is education the greatest force that can be to bring about redress it is also the greatest investment that the nation can make for the quick development of the economic, political, sociological and human resources. Thus, no Nigerian child should be denied the opportunity to access education.

However, the adopted definition of Education for today's study is stated as follows: the aggregate of all the processes by which a child or adult develops the abilities, attitudes, and other forms of behavior which are of positive value to the society in which they live. It is a process of disseminating knowledge either to ensure social control or to guarantee national direction or both. (Fafunwa, 1974)

Concept of Digital Technology/Information and Communication Technology (ICT)

In this section the terms digital technology and Information and Communication Technology (ICT) will be used interchangeably.

Molina (2006) opines that the marriage of computer science and telecommunication equipment using any of the available and reliable technologies to gather or obtain information of various levels is called Information and Communication Technology (ICT). Ivowi (2005) is the acquisition and dissemination of information by a micro-electronic based combination of computing and telecommunication. Adebowale and Oyinloye (2008) defined Information communication technology (ICT) as any technology that helps to produce, manipulate, store, communicate and or disseminate information through software application and computer hardware. It could be referred to as the totality of methods and tools that are used in gathering, storing, processing and communicating information. According to Bamidele (2016), ICT is a revolution that involves the use of computers, internet and other telecommunication technology in every aspect of human endeavour. Ofodu (2017) defined ICT as electronic or computerized devices, assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. Furthermore, Amgbara (2022) opined that Information and Communication Technology may therefore be defined as all that is involved in gathering and processing information through computers and other related equipment to reach the desired places and people at a reasonable cost and time to the overall benefit of mankind. Nwana (2009) defined ICT as acquisition, processing, storage and dissemination of vocal, pictorial, textual and numeric information by a micro-electronic based combination of computing and telecommunication. Solomon (2008) broadens the concept of ICT in his definition:

> ICT is any computer based tool, equipment or gadget used to collect and process information, support and manage information needs of an organization, corporation, industry and institutions. Such as tools include computer, keyboard, mouse visual display unit, screen, monitor, fax machines, operating system, software, word processing software, pay roll software, scanners and printers and so on (p. 3).

Amgbara (2022) explained ICT as the technology used to handle telecommunications, broadcast media, intelligent building management systems, audio-visual processing and transmission systems, and network based control and monitoring functions. However, in the context of this study, ICT is a diverse set of digital technological tools and resources used to transmit, store, create, share or exchange information within the education system.

On the rise of digital technology in Nigeria, Adirinka (2013) traces the rise of ICT in Nigeria and avers that: The Nigerian society has witnessed a new wave in computer usage since the time of President Olusegun Obasanjo. Until then, some computers brought into many schools sat unused for dearth of handlers and knowledge in educating the youths; an instance is the colossal failure that was the machines and equipment brought into schools for the teaching of Introductory Technology in the 1980s. For Adirinka (2013) digital technology was not so functional in Nigeria until Obasanjo's civilian administration which give room for digital technology to be appropriated by Nigerians including students in various levels of education.

Theoretical Framework

This research adopts theory of Blended Learning Instructional Approach (BLIA). However, before examining this theory, it is necessary to briefly survey the conventional teaching approach. The conventional teaching approach is described by Ezeanyika and Okigbo (2021) as teacher centred and didactic with learners simply listening, copying notes, doing class work and doing assignments. The use of conventional method in teaching has been castigated across all subject areas. This is not because conventional method of teaching does not have benefits but because it is teacher centred. One of the commonest benefit of conventional method is that it is good for teaching large number of students. It can also be used to cover large content areas. However the conventional method does not allow students to take responsibility for their own learning. Moreover, in recent times, this conventional method of

teaching is fading. In support of the aforementioned, Imonivwerha (2010) asserts that the traditional educational practices no longer provide prospective teachers with all the necessary skills for teaching students who to be able to survive must face challenges in information age. Research reports indicate that many reasons account for students' lack of improvement in achievement in English language. Among these are poor teaching approach, poor learning environment or none use of digital technology in teaching and lack of confidence in the subject by students. In a heterogeneous class where students of different abilities are taught together, in practice only a few of the students write and speak accurately.

The Place of English Language in Nigerian Education System

It has been established above that English is not an indigenous language in Nigeria. According to Njoku (2018), a good knowledge of the socio-political history of Nigeria will enable one understand how English language came into Nigeria and occupied a colossal position in the Nigerian education system. Nigeria is made up of multilingual and multi-ethnic nationals wielded together for the benefit of the colonial administration. English language was then adopted as a language of necessity to enable the British run their colonial government. Clarks and interpreters were trained and those who wished to work with the colonial masters strived to learn English. The missionaries were the first to establish schools in Nigeria. Their main aim then was to train people who will propagate the gospel. When the British government took over the running of the schools in Nigeria, they harmonized the subjects taught in the different missionary schools. Njoku and Izuagba (2001) report that they also came up with a policy that made English language a core subject as well as the language of instruction in the 1882 and 1887 education ordinances. From this point, many Nigerians strove to learn English as competence in it that was a yardstick for employment during the colonial era. After

independence, the Nigerian system of education did not change much from what it was during the colonial era.

There was the introduction of English language programme which is an art programme where grammar writing are studied for various purposes and English language was made compulsory for all levels of education in Nigeria. According to Audu, Ominike and Ogunode (2021), the objectives of English language programme in Nigeria includes:

1. Building up English language skills and acquisition of communicative competence in secondary schools;
2. Enriching ESL learners' performance through newspapers;
3. Turning the textbook into genuine curriculum materials and not as a sacrosanct text to used for English language curriculum;
4. Creating an enabling environment within the school premises for the promotion of language learning, the provision of libraries and promotion of activities in and outside the school in order to reinforce the norm
5. Taking a more holistic view of a language as an audio so paying greater attention to the teaching and examination of English language in use as opposed to the restricted code English language examination purposes only.

Problems of Teaching and Learning English Language in Secondary Schools in Nigeria

Most often, language teachers at all levels of education in Nigeria encounter many problems in their attempt at improving the teaching and learning of English language. Njoku (2018) lists some of the problems to include: lack of resources for language teaching, inadequate knowledge of current trends in the teaching and learning of a second language, inconsistencies in the language policy provision on education, attitude and psychological problems on the part of the learners and unprofessionalism in handling the subject. The problems of teaching and learning of English Language is vividly explained below:

Teaching Method and Learning Method

Okpala (2023) enunciates that there are so many teaching methods such as discussion, lecture, explanation, and evaluation methods used in teaching. If they are wrongly used, it can breed poor teaching methods which can make learning uninteresting. It is argued that for effective teaching and learning to take place, teachers need to possess a sufficient degree of experience. According to Lochana and Deb (2006), teachers have recently realized the importance of using a student-centered approach to teaching where teachers can help students learn the target language in context and use it in real situations both inside and outside the language classroom. Collaborative or cooperative learning is described by Richards (2001) as a student-centered approach in which learners use cooperative activities, such as pair work or group work, to express their viewpoints and opinions; share their ideas, information, and experience; and discuss and debate with each other. Jacobs and Hall (2002) point out that, when using cooperative learning activities in language classrooms, teacher talk should be reduced and students' talk should be increased, with a focus on the negotiation of meaning and a greater amount of comprehensible input. In addition, a relaxed classroom atmosphere and motivation for learning should be emphasized. Collaborative learning aims to provide learners with interactive tasks that can help them develop communicative competence (Richards, 2001). Student-centered collaborative approaches require teachers and learners to play roles that are different from the traditional approaches. Brown cited by Okpala (2023) asserts that teachers play five main roles when using collaborative activities involving pair work and group work for students in language classrooms.

Inappropriate use of Instructional Materials

Educational materials are one of the most underrated things in the educational sector. Without materials, teaching, and learning will not be complete which breeds problems in the educational sector. Problems with the use of instructional materials are lack of

materials, lack of funding for instructional materials, and time. Insufficient materials, lack of appropriate materials, time constraints, and lack of support from authority are influencing factors in the proper usage of instructional materials. Najumba (2013) in his studies of school achievement discovered that schools that are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries, and even laboratories do much better in standardized examinations such as grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness in teaching in secondary schools is the availability of instructional materials such as charts, textbooks, and syllabi. However, students still fail if teachers lack didactical and pedagogical skills and if these instructional materials are not properly utilized.

Lack of Interest for Teachers and Students

The non-challant attitude from both teachers and students can bring a lack of interest. Education is pari-passu in the sense that both parties must be interested in the act before it goes well. One major reason students fail the English language woefully in the yearly school certificate examination is the negative attitude of some students to the subject. Students' attitude to the language is likely to be one of the personal variables that affect their performance in the English language. The attitude of the learner towards language learning matters a lot if the learner is going to gain mastery of the subject for better performance. According to Okpala (2023), attitudes are positive or negative feelings an individual holds about objects or ideas. The achievement of any learner will to a great extent depend on his attitude toward the learning materials. A positive attitude more often than not leads to successful learning. Similarly, Gardener and Lambert (1972) observe that success in mastering a second language depends not so much on intellectual capacity or language aptitude as on the learner's attitude towards the particular language. According to them, attitude could help the language learning process by

changing students' orientation toward particular linguistic and cultural groups and thereby modifying their motivation to learn that language. It is therefore imperative that a positive attitude towards the English language accounts for success in learning it. Conversely, if teachers are not knowledgeable or sensitive to students' reactions and are encumbered with a dull and unimaginative methodology, it is unlikely that positive attitudes will be developed. Effective learning can only take place when the students are keen on acquiring knowledge, because a negative attitude obviously, relates to poor academic achievement.

Environmental Problems

The variety and richness of natural settings all contribute more than manufactured indoor environments to physical, cognitive, and emotional development (Rivkin 1995). Society can affect teaching and learning negatively. A conducive environment is highly needed to impart positivity to society. The physical environment is the physical aspect of the learning setting. The component of the physical environment of the classroom includes learners, teachers and facilities. Moreover, Okpala (2023) opines physical facilities in the ideal classroom play a vital role in composing a strategic factor in the operation and functioning of teaching and learning as they determine the excellent performance of a school. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. The quality of the physical classroom setting significantly affects the academic achievement of the students. Physical facilities in classrooms ensure an effective and successful teaching-learning process.

Teacher Factors

Teachers have vital role to play in the teaching of students. For effective teaching to take place, we need teachers who distinguish themselves and set themselves apart from the rest. It is argued that effective teaching also takes place where there is reflective

practice. Reflective practices are considered the brick and motor for effective teaching and Day quoted by Okpala (2023), has this to say without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon how we create, manage, receive, sift, and evaluate knowledge; and as importantly, how we are influencing the lives, directions, and achievements of those whom we nurture and teach. On the other hand, some people believe that effective teaching takes place if teachers have been exposed to the foundations of education. The philosophy of education is central to the practice of teaching. In this regard, Kagan (1990) suggested that "as we learn more about the teacher, we are likely to come closer to understanding how effective teachers are made" (p. 85). Knowledge of effective pedagogical practices seems to be topical in coming up with the profile of effective teaching.

Students' Factors

It could be said that Nigerian secondary school students have problems with learning the English language as revealed in their performance in the subject at public examinations. The poor performance of students in the English language at public examinations in recent times has been explained as a major cause of the decline in academic achievement and the standard of education in Nigeria. One major reason students fail the English language woefully in the yearly school certificate examination is the negative attitude of some students to the subject. Students' attitude to the language is likely to be one of the personal variables that affect their performance in the English language. The attitude of the learner towards language learning matters a lot if the learner is going to gain mastery of the subject for better performance.

Mother Tongue Interference

Awoniyi (2014) explains that mother tongue (MT) refers to the language that a group of people, considered to be the inhabitants of

an area, acquire in their early years and which normally becomes their natural instrument of thought and communication. According to Adamu-Ogiegbaen and Iyamu (2018), in a country where there are at least 250 indigenous languages (mother tongues), there are odds against the Nigerian student in learning English, because the student is automatically placed at a disadvantage when he already has a language of his/her own and he is being asked to learn another language. An analysis of senior secondary school certificate results in English between 2016 and 2018 by Aduwa-Ogiegbaen and Iyamu (2018), shows that the percentage of failure in the English language is increasing to 53.36% in 2016 and 72.7 1% in 2018. This poor performance is attributed to the lack of a rich and stimulating language environment needed for the development of verbal and intellectual skills needed for language learning during the formative years and beyond. This lack of English language skills has impacted negatively on the academic performance of Secondary school leavers (Aduwa-Ogiegbaen and lyamu 2018). Mother tongue interference should be looked into because it affects both teachers and students, thereby breeding poor performance in academics.

Application and Use of Digital Technology/ICT in Nigerian Education

The use digital technology/ICT in education is the combination of computers, laptops, tablets, mobile phones, projectors, educational software applications, web-based learning, computer based learning, virtual classrooms and so forth in the education system for teaching and learning purposes. Digital technology in education means teaching and learning by the use of different digital technological devices. Al-Zaidiyeenn, Mei and Fook (2010) mentioned that the integration of technology in the language teaching and learning process increase both students and teachers' productivity. This is because it helps the teachers and students to find the information that they need. This is also in line with Volman and van Eck (2001) opinion who stated that the use of ICT

is able to transform the teaching and learning process and promotes creative and great learning environments. One of the reasons is because it presents knowledge in an active, self-directed and constructive way. Egomo, Enyi and Tah (2012) enunciate that digital technology has improved the worth of education by providing collaborative, dynamic and interesting information, as well as actual opportunity for personalized education. It is a useful tool in advancement and reformation of education. Information and communication technologies (ICTs) are being used in education to support students to learn more effectively by providing teachers with access to a wide range of new pedagogy (Dhital, 2018). Digital technology in education according to Bhattarai (2021), enhances learning, provides students with new set of skills, facilitates and improves the training of teachers and minimizes costs associated with the delivery of traditional instruction.

The use of digital technology in teaching subjects like English language has helped in reducing the abstractness of the subject and also helped in equipping teachers with new methods and idea of teaching. Tourr (2010) also highlighted that the use of ICT in English as Second Language (ESL) education may offer the access to new activities and new materials which may increase students' interests and motivation which results in effective learning experiences. According to Rastogi and Malhotra (2013), the use of ICT in the education does not necessarily contribute to the high quality or effective teaching and learning process but it may change a teacher's role. Teachers are expected to be ready in conducting the lessons using and promote the advantages of using digital technology in their lessons especially related to English Language learning materials which are widely available in the internet. So, teachers need to be exposed to current trends in language teaching that is the use of digital technology in teaching English language. A good exposure of English teachers to the use of digital technology would enable them teach effectively the English language in this modern time. Therefore, it is important for

teachers to have positive attitudes towards the use of digital technology. This is to ensure that they are capable to adapt and adopt their teaching using digital technological tools to meet the learners' needs. Besides, it also helps the students to see the relevance of using digital technology in the modern era that the students are living in.

The use of Digital Technology in Learning English as Second Language Classroom

Due to the demands of the rapid change in education, there is also a shift from traditional classroom to the 21st century learning classroom. In the 21st century learning classroom, the teachers are expected to maximise the use of technology in the classroom and learners are expected to be independent learners and take charge of their learning. This is also supported by Oliver (2002) as he highlighted that information and communication technology (ICT) has become the main means of imparting knowledge gathering information in higher education and the education system has moved from content-centered curricula to competency-based curricula and from teacher-centered to student-centered teaching and learning environment. Therefore, teachers are to facilitate students' learning in order for them to experience the 21st century learning environment in the classroom to give them the insights on how and what it means to be the 21st century workers. Learning is no longer limited to the physical classroom, but learning can take place anywhere and anytime. In this ESL context, technology can help to increase students' engagement, motivate the students and make the learning becomes meaningful. As students are learning English as their second language, they need to see the relevance of learning English. Most students are demotivated or showing less interest in learning English because they do not see the importance of using English especially those who are from rural areas in which the language is not often used in their environment. Therefore, Undi and Hashim (2021) elucidate that by using technology in the classroom, teachers will help the students to have first-hand

experience in using English in an authentic context especially if they were to browse the notes on internet where English is mostly used.

In the 21st-century learning classroom, teachers play a crucial role in helping learners connect classroom instruction to their home environment. Sindkhedkar (2012) emphasizes that the objective of teaching English should not be to produce bookworms or linguistic robots. Instead, the focus should be on developing practical language skills. Hashemi (2013) identifies the greatest challenge in English teaching as the effective teaching of language skills.

Teachers' Attitudes towards the Use of Digital Technology/ICT in Teaching

Oskamp and Schulz (2005) define attitude as a predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object. Attitude according to Zhang and Aikman (2007) refer to one's perception and inclined behaviour regarding an experience whether favourable or unfavourable. In the views of Beri and Sharma (2019), attitude is an inclination to respond positively or negatively towards a certain idea, object or situation. Ikwuka, et al (2020) opine that in psychology, attitude is a set of emotions, beliefs and behaviours towards a particular object, person, thing or event. Semerci and Aydin (2018) define attitude as an element that guides the behaviour of an individual in coherence with their feelings and thoughts. From the views of these authors, attitude is the state of mind of an individual at any given time and situation. While in the context of this study, attitude is the behavioural and psychological disposition of a teacher towards utilization of digital tecteachinghnology in teaching and learning process in an educational setting.

Teachers'attitude towards Information and Communication Technology (ICT) in this study stands for teachers' evaluation and self-perception regarding how they feel about utilizing computers and other related digital devices in their teaching processes. It also

refers to the teachers' favourable or unfavourable towards the use of digital technology in teaching English language. Teachers' attitudes towards the use of ICT refer to how they feel about implementing ICT in their (Albirini, 2006). Teo (2006) indicates that significantly positive correlation holds between teachers' attitude towards computers and their tendency to utilize them in the classroom. In other words, the more positive attitude teachers have towards digital devices like computer the more likelihood that they will use them in the classroom. On the other hand, Aşkar and Umay (2001), the teachers will tend not to implement technology into their teaching and learning if the teachers perceived that computers are not important. Capan (2012) highlighted that teachers' attitudes are important because teachers play a major role in the effectiveness of using ICT tools in the classroom. Mcalister, Dunn and Quinn (2005) mentioned that teachers showed positive attitudes towards the use of computers despite their limited experience and knowledge with computers. Shah and Empungan (2015) also revealed that ICT was used on the satisfactory level by the teachers although they possessed positive attitudes towards the use of ICT in Literature lesson in secondary schools. Besides, Kandasamy and Shah (2013) state that lack of time to prepare the lesson and lack of support from the administrators and colleague also lead to the unsuccessful integration of ICT in the classroom.

Therefore, English teachers should have technological knowledge for effective language teaching. They should be ICT literate along with the ability to use and incorporate ICT in language teaching. Teacher needs to be updated with the technological knowledge since it is always in a state of flux more so than content and pedagogical knowledge (Harris, Mishra and Koehler, 2009). In nutshell, the English teacher of this era should be ICT literate first and updated with the changing trends in ICT so that effective language teaching can take place.

Factors Affecting the use of Digital Technology/ICT in Teaching in Nigerian Secondary Schools

There are several impediments to the successful integration of digital technology to teaching in secondary schools in Nigeria. These are; cost, weak infrastructure, lack of skills, inadequate software and limited access to the internet among others.

Cost: The price of computer hardware and software continues to drop in most developed countries, but in developing countries, such as Nigeria, the cost of computers and other related digital devices are several times more expensive. While a personal computer may cost less than a month's wages in the United State, the average Nigeria workers may require more than two years income to buy one. Aduwa and Iyamu (2015) reports that Nigeria has over 6,000 public secondary schools, majority of them lack digital technology instructional materials such as, computer, software, multimedia, projector, white board and so on. Apart from the basic computers themselves, other costs associated with peripherals such as printers, monitors, paper, modem, extra disk drives are beyond the reach of most schools especially in rural areas. The schools cannot also afford the exorbitant internet connection fees.

Weak Infrastructure: In Nigeria, the obstacle facing the integration of digital technology in teaching students is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as a well ventilated room or hall, electricity under controlled conditions. For a long time, the nation has been having difficulty providing stable and reliable electricity supply to every nook and cranny of the country.

Inadequate Skilled Personnel: Nigeria does not only lack information infrastructure, but also the human skills and knowledge to fully integrate digital technology into educational institutions (Aduwa and Iyamu, 2015). To teach with digital technology facilities in schools the need for efficiently trained

workers to install, maintain and support computer systems cannot be over emphasized. There is acute shortage of trained personnel in application software, operating systems, network administration and local technicians to service and repair digital technology facilities.

Inadequate Software: There is no doubt that the ultimate power of technology is the content and the communication (Salomon, 2009). Though, software developers and publishers in the developed countries have been trying for long to develop software and multimedia that have universal application, due to the differences in education standards and requirements, these products do not integrate into curriculum across countries. Software that is appropriate and culturally suitable to the Nigerian education system is in short supply (Aduwa and Iyamu, 2015). There is a great discrepancy between relevant software supply and demand in developing countries like Nigeria. According to Salomon (2009), there are clear indications from many countries that the supply of relevant and appropriate software is a major bottleneck obstructing wider application of the computer.

Limited Access to the Internet: In Nigeria there are few internet providers that provide internet gateway services to Nigerians. Such internet providers are made up of Nigerians who are in partnership with foreign information and communication companies. Many of these companies provide poor services to customers who are often exploited and defrauded. The few reputable companies, which render reliable services, charged high fees thus limiting access to the use of the internet. The greatest technological challenge in Nigeria is how to establish reliable cost for internet connectivity. In a country where only about half of the populace has personal computers, the few reliable Internet providers who have invested huge sum of money in the business have a very small clientele. They have to charge some fees in order to recoup their investment in reasonable time. It could be said that schools in Onitsha North

are not given adequate funds to provide furniture, requisite books, laboratories and adequate classrooms let alone being given adequate funds for high-tech equipment (computers) and internet connectivity. Again, due to the lack of adequate electricity supply, secondary schools located in these areas have no access to the internet and are perpetually isolated and estranged from the world's information superhighway.

Conclusion

The impact of digital technology and Information Communication Technology (ICT) on the English language in Nigeria is multifaceted, encapsulating both transformative benefits and significant challenges. On one hand, digital technology has democratized access to learning resources, enabling widespread and interactive English language education. E-learning platforms, educational apps, and online libraries have made it easier for students and educators to access and share knowledge, thereby enhancing language proficiency across different socio-economic strata. Furthermore, ICT has facilitated global communication, allowing Nigerians to engage with diverse English-speaking communities, thereby fostering a more globalized understanding and use of the language. However, the integration of digital technology in language use also presents notable challenges. The prevalence of social media and instant messaging platforms has introduced new linguistic norms, including the use of slang, abbreviations, and non-standard English, which may undermine formal writing skills. This shift poses a risk to the preservation of standard English conventions, particularly in academic and professional settings. Additionally, the digital divide remains a persistent issue, with unequal access to technology exacerbating educational inequalities. Students in rural or underprivileged areas may not have the same opportunities to benefit from digital learning tools, potentially widening the gap in language proficiency and overall educational outcomes.

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