

## **APPLICATION OF ICT IN THE TEACHING OF ENGLISH LANGUAGE IN NIGERIAN EDUCATIONAL INSTITUTIONS: PROBLEMS AND PROSPECTS.**

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### **ABSTRACT**

*The indispensability of the teaching and learning of English language in contemporary civilization is predicated on the fact that documentation, expression and transmission of knowledge are predominantly executed in the English language. Information and Communication Technology has unprecedentedly impacted content and process of knowledge delivery in the 21<sup>st</sup> century. The study of English as a second language is a herculean task, and this has necessitated the deployment of varied pedagogical principles, skills, methods and teaching aids to facilitate its effective teaching and learning encounter. Fortunately, the contemporary innovation in ICT has provided a significant fillip to further concretize English language teaching and make it more result-oriented. However, these digital teaching and learning tools such as C.D. ROM, power point projector, e-mail, website, video discs and so on are not being effectively incorporated in the teaching of English language in most Nigerian schools. This paper examines the imperatives of the application of ICT in the teaching of English language in Nigeria, and the problems that militate against the integration of the digital facilities in English language teaching. The paper identifies epileptic power supply, inadequate funding of education, computer illiteracy, unavailability of ICT facilities, excess academic workload on teachers as well as poor implementation of ICT policy as constraints to effective application of ICT in the teaching of English language in Nigeria.*

*The paper recommends adequate funding, constant provision of electricity and ICT facilities, training and retraining of English language teachers in ICT application, full implementation of national ICT policy as well as reduction of excess workloads on teachers to avail them the opportunity for self-development.*

**Keywords:** ICT, English language, Second language, Information literacy, ICT facilities,

## **INTRODUCTION**

The 21st century has appropriately been described as information age occasioned by unprecedented scientific and technological knowledge explosion that has revolutionalized most human activities. The English language has indispensably continued to become part and parcel of the digital era. Indeed, the learning, transmission, expression and documentation of scientific and technological knowledge are, to a large extent, done in the English language. Thus, it could be contended that English is a world language taking cognizance of the fact that it has become an important language of science and technology. Incontrovertibly, English language is the main international language of science and directly relates to the international knowledge system as large proportion of international scientific literature and most of the informal scientific networks function in English (Bogoro, 2015). This has necessitated its learning as foreign or official language in all parts of the world today outside its ancestral home -- the Great Britain.

In Nigeria, English is learnt as a second language, and as such, it's teaching and learning is faced with daunting challenges. Consequently, concerted efforts have been made to ameliorate the challenges over the years through the introduction of varied pedagogical principles, methods and teaching aids to enhance teaching and learning encounter. As part of these laudable efforts, teaching facilities that are technological in nature emerged in the

1960s such as radio, television, tape recorder and video recorders (Salehi and Salehi, 2012) and were incorporated as teaching tools for English language. However, the application of these teaching aids have not recorded profound success as students have continued to perform below average in the language especially where it is learnt as a second language.

The contemporary civilization has fortunately witnessed unprecedented innovation and revolution in information and communication technology. The fundamental impact of ICT has been felt in all facets of the modern society such as the banking sector, education, security, politics, library and information profession, judiciary, etc (Obua, 2014). The concept of ICT is encompassing as it is used to describe the use of computers, internet and other wired and wireless technologies used as radio, television, mobile phones, digital video and cameras, etc to store, control, exchange, transmit and receive data or information.

The use of ICT in education is a relatively new phenomenon and has begun to engage attention of most scholars. This is because its application has been found to be useful to pedagogy. According to Akele (2013), the pragmatic approach of ICT to teaching and learning process has brought great relief to pedagogy. It has offered English language teachers the opportunity to leapfrog the archaic and parochial chalk and talk method to modern ways of teaching. Apart from concretising learning experiences, the integration of ICT in the teaching of English makes the class interactive and collaborative. It has been found to be successful and beneficial for teachers to reach some particular goals in teaching process especially for those who teach foreign language such as English (Amiri, 2012). Indeed, the usefulness of the application of ICT in the English language teaching encounter cannot be over-emphasized.

However, despite the indisputable benefits of the integration of ICT in teaching English language, majority of English language teachers in Nigerian schools at all levels do not utilize these essential modern digital teaching tools. As a result of the foregoing, this paper would examine the possibility and essence of incorporating modern ICT facilities such as power point projector, internet, C.D. ROM, videodiscs, e-mail, e-library databases etc into the teaching of English language. It would also explore militating issues that hinder English language teachers from integrating ICT tools in their teaching encounters, and finally explicate the prospects of ICT application in the teaching of English language in Nigeria.

### **ENGLISH LANGUAGE AND INFORMATION AND COMMUNICATION TECHNOLOGY: CONCEPTUAL ISSUES**

The overwhelming impact of English language in the contemporary civilization has become so significant in the knowledge economy that it is no longer fashionable to construe it as just a western language. English has obviously assumed the status of a world language especially in the present world of science and technology. It has thus ceased to become exclusive right of the peoples of Britain, America, Canada, Australia and Newzealand, who use it as their mother tongue. Today, English is used and studied both as a second and foreign language across the world. It is unarguable by far the most widely used language of the 400 and 500 living languages in the world at present (Ike, 2007). From its position over 400 years ago as a dialect, little known beyond the Southern England, English has today grown to its present status as a world language.

The rapid and wide spread of the English language beyond its ancestral home brought the language into Nigeria through the arrival of the Colonial Masters and subsequent colonization of the territories that later became Nigeria. This development elevated the

English language to the status of second language in Nigeria in that it is the language every Nigerian child learns after he/she has acquired the mother tongue. It thus serves as language of academic instruction, administration, trade and commerce, and acquisition and learning of science and technology. The indispensability of the English language in Nigeria is further predicated on the fact that it is not only the language of inter-ethnic communication or official language of the country, but also a window to world civilization and globalization. According to Amiri (2012), in addition to globalization, the interest in global trade, scientific resources available in English and global interest in literature are responsible for the worldwide appeal in learning English language.

The learning of a second language is indeed a tedious task as it is evident in English language learning in Nigeria. As a result, it is only learnt through conscious effort and intense scholarship. This then necessitates the incorporation of certain tools and devices to concretize its teaching and learning for effective learning to take place. In order to realize this objective, ICT facilities are nowadays being deployed as teaching aids in the teaching of English especially in a second language situation. The integration of ICT in teaching and learning of English is now considered as a medium in which a variety of approaches and pedagogical philosophies could be implemented (Salehi & Salechi, 2012). What then is ICT?

Information and Communication Technologies (ICT), according to Amaihian, Adebayo and Habib (2014), are computer based tools which serve as mechanism used to process, store and transmit information. They further cited Osakwe (2012) as having defined ICT as an electronic device for managing and processing information with the use of soft and hard wares to convert, store, manipulate, protect, transmit, manage, control, and retrieve information for the enhancement and productivity of personnel and organizational activities. Furthermore, Okwuedie (2011) states that ICT is the term generally employed when describing the use of

computers, internet, satellite and other wireless technologies such as radio, television, mobile phones and so on. In the view of Akele (2013) citing Mousund (2005), ICT include the full range of computer hardware and software, telecommunication and cell phones, the internet and digital video, cameras, robotics, wired and wireless networks etc which are used in storing, controlling, exchanging, transmitting and receiving of data or information. ICT generally, as can be deduced from the foregoing scholarly views, involves the application of computers and other technological devices to acquire, store, retrieve and disseminate information for the improvement of man and his environment. These applications have enormously transformed the society of the modern man into a global village, and have given everyone access to information irrespective of location.

Information and Communication Technology has unprecedentedly impacted content and process of knowledge in the 21<sup>st</sup> century (Eshiotse and Okwilague, 2016), especially in respect to the teaching and learning of English as a second or foreign language. The application of the digital tools provides quality learning materials, creates autonomy of learning, supplies computer-based questions and answers, permits students to learn at their own pace and at different locations, increases the English teacher's knowledge and widens his/her scope of teaching (Akele, 2013). It is as a result of the enumerable impacts of ICT application in the teaching of English that academic conscious nations have long enshrined its use in their respective educational curricula to boost their citizens' knowledge of the language as well as enhance their information literacy capacity to face the contemporary ICT-driven world.

## **INFORMATION LITERACY AND NATIONAL ICT POLICY IN NIGERIA**

Incontrovertibly, it would be extremely difficult, if not impossible, to live a meaningful life as a functional member of the modern literate society without being information literate, whether as a student, businessman, public servant or an entrepreneur. This is because of the present knowledge explosion and the impact of ICT which has, like never before, radically revolutionalized most human endeavours in the knowledge economy. The impact of this globalization is most glaring in the education industry where every activity revolves around access, use and dissemination of information. Consequently, as Ojedokun (2007) noted, students will spend their adult lives in a multi-tasking, multifaceted, technology-driven, diverse world, and thus, they must be equipped to do so. This would only be achieved by making them information literate learners to enable them fully benefit from learning opportunities either in the classroom or beyond it for life-long learning.

Information literacy is a life-long learning activity which involves the capacity to access, evaluate and use information to meet one's particular need. According to Ojedokun (2007), this presupposes that "an individual recognizes the need for information, and knows how to find, evaluate, use and subsequently communicate information effectively to solve particular problems or to make decisions". An information literate person, therefore, must have the ability to recognize the need for information, identify sources of information, have access to sources of information from diverse media and eventually use information to solve problems and make informed decisions and choices. It is probably against the backdrop of the foregoing that various nations of the world especially the developed economies see it as expedient to incorporate information literacy programme into their various education systems. They have done this by given premium to the use of ICT in all facets of the society and making all efforts to ensure that all aspects of

learning in schools involve the use of ICT to enhance research, teaching and learning, (Umunadi, 2009: Okwuedei, 2011).

In Nigeria, the use of ICT as teaching facilities is relatively new due to technological backwardness of the country and lack of foresight of its leaders. Danlami and Abubakah (2015) inform us that it was in April, 2004, during the administration of former President Olusegun Obasanjo, that Nigeria woke up from its slumber by approving the country's ICT policy. This approval resulted into the establishment of the National Information Technological Department (NTD). The major objective of the policy was to connect colleges, universities, research institutions and the public sector to the internet through the provision of ICT facilities/infrastructure with universal access capacity. According to Danlami and Abubakah (2015) quoting Okojie (2007), the objectives of Nigeria's ICT policy are:

- i. To ensure that ICT resources are readily available to promote national development.
- ii. To guarantee that the country benefits maximally and contribute meaningfully by providing global solutions to challenges of the information age.
- iii. To empower Nigerians to participate in software and ICT development
- iv. To integrate ICT into the mainstream of education and training.
- v. To build a mass pool of ICT literate manpower using NYSC, NDE, and other platforms as a train the trainer scheme for capacity building.

In order to ensure the realization of the afore-stated lofty objectives of ICT policy in Nigeria, it became imperative that the policy be enshrined in the National Policy on Education to give it legal backing. However, it was in 2012 that ICT policy was incorporated into the National Policy on Education and became a working



document in as much as the education system is concerned. Eshiotse and Okwilagüe (2016) remarked that the 2012 national policy on Information Technology prepared the ground for integration of ICT in the Nigerian school system. The reviewed National Policy on Education (2012) thus appreciates the relevance of ICT and e-learning in the digital age as it states that:

In recognition of the prominent role of Information and Communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in a knowledge-driven world, government shall provide adequate infrastructure and develop capacity for effective utilization of Information and Communication Technology to enhance the delivery of basic education in Nigeria.

It could be vividly deduced from the above policy statement that one of the major reasons for incorporating ICT into the education sector is to facilitate the success of learning experiences through the use of ICT facilities to concretize teaching and learning encounter. Learning a language is a life-long activity, Kavaliauskiene and Kavaliaustkiene (2010), and therefore, learners need to be equipped with strategies and techniques to continue learning throughout life. Indisputably, ICT application in all facets of learning makes significant contribution to life-long learning as it prepares citizens of the modern age to cope with the technology-driven and rapid changing world of ICT. Nevertheless, the reasons why these important teaching and learning tools are not being deployed in the teaching of English language in Nigerian schools is a 'mystery' that would be revealed at the opportune moment of this discourse.

## **APPLICATION OF ICT IN ENGLISH LANGUAGE TEACHING**

The twenty-first century has been aptly described as the information and digital age brought about by amazing revolution in Information and Communication Technology. The influence of the digital innovation in today's world has undeniably become overwhelming, cutting across all areas of human endeavour. The impact of ICT has indeed becoming more pronounced in the teaching and learning processes. The implication, therefore, is that the educational institutions of the modern world must bridge the gap between how students live and how they learn because of the great influence the technologies have on the lifestyles of the present learners. Besides, almost every aspect of scholarship, from conducting research to communicating ideas has been influenced by ICT (Ojedokun, 2007). This explicates the fundamental need of ICT application in the modern technological society. Therefore, to make learners global citizens of the 21<sup>st</sup> century, there is the need to integrate ICT into both the English curriculum and English pedagogical practice (Danlami & Abubakar, 2015 citing ETA, 2014).

The teaching of English language in a second language status has been faced with a lot of challenges. This has been the reason why several pedagogical principles and teaching facilities have been recommended and tested over the years. But indisputably, the breakthrough in ICT has indeed provided great assistance in the teaching of the language as the digital tools help to concretize teaching encounter and facilitate easy assimilation of content and internalization learning experiences. According to Borase (2014), ICT application is crucial in the language classroom because it enhances individualization of learning, ensures interactivity with learning content, reduces high cost of education, and serves multiple teaching functions and diverse audience irrespective of distance. The teaching and learning of a language requires conscious effort, practicality, and repetition of the practice in real

life situation. It is activity-based, and this is why competence and performance are yardsticks used to measure a learner's progress in language learning. Fortunately, through the use of modern technology, teaching and learning processes are now easier, efficacious, real, applicable to practical situation, relevant to life, retentive and simplified (Akele, 2013).

English language practitioners have tried to integrate some technologies in their teaching to facilitate understanding and easy assimilation of the language. Since 1960s, the use of technology devices such as television, tape record and video recorders has featured as tools for English language teaching (Salechi & Salechi, 2012). These teaching aids used to be the most common digital instructional materials at the disposal of the English language teachers of yesteryears. However, the recent advancement in ICT has brought in other sophisticated tools that make teaching easier and learning faster and more result-oriented. Akele (2013) citing Njemanze (2010) posits that technological innovation has gone hand in hand with the growth of language teaching, especially English. In the contemporary time, information and communication facilities such as computers, internet, e-mail, database CD-ROM, power point projector etc have been found to be useful in the teaching of various aspects of the English language. The application of these tools shifts teaching process from teacher-centred to student-centred, thereby promoting creativity and active participation in the classroom. At this juncture, it would be necessary to examine in some details how these ICT resources could be used to teach various aspects of the English language especially in a second language situation.

#### **Power Point Projector:**

Power point projector is very useful in teaching various areas of English language especially in a large class. It is a device that projects images in such a way that they become visible enough to catch one's attention no matter the person's position in the

classroom. Power point projector can be used to teach discourses, spoken English, speech making (which is an aspect of speech writing). The device would enable students to see the points projected in slides and even sometimes images accompanying the texts (Obuh, 2014). The students can equally watch speeches or debates on topical issues which have already been documented. Phonetic symbols could also be typed in slides by the teacher and projected to the students, especially in a large class where it might be difficult for the students at the back to see the tiny symbols. This will enhance retention of attention and interest on the part of the students.

#### **E-mail:**

The popular electronic mail is also essential teaching and learning tool in English language. It is a device used for sending and receiving messages. With the use of e-mail, the teacher can send learning materials, give assignment, assess and post feedback to the students' email boxes, thereby initiating new possibilities into the teaching and learning process. Furthermore, this practice will help students learn how to use e-mail to exchange views and ideas with their counterparts in other schools or even in different countries, classify information, organize their thoughts and communicate effectively with learners all over the world. The advantage of the e-mail to the teacher is that it will enable him reach all his students at the same time provided they supply their email addresses. Besides, it will enable him to ascertain the individual ability of the learners as the practice promotes independent learning. The teacher can thus give assignment on essay writing, speech or debate, or even on literature material used in class, and student would be required to post answers on the teacher's e-mail box for assessment and subsequent feedback.

#### **Internet and databases:**

The internet is perhaps the most useful ICT facility at the disposal of the English teacher to assist his students to learn. It provides a

means of connecting a computer to other computers anywhere in the world for the purpose of information sharing. The English teacher should be able to expose students to relevant databases where useful information could be sought for in the internet in respect to English language study. According to Celik and Aydin (2014), access to the internet and digital media develop learners' verbal interaction skills, increase their vocabulary, reading comprehension as well as promote their global awareness. Obviously, days are gone when students rely solely on their teacher's text books or notes dictated in class. Modern scholarship and research involve the internet which houses scholarly databases containing amazing volumes of documented knowledge in every field of life. The internet contains relevant information which the teacher could ask the students to look for in all areas of English language. Many documented researches exist in phonology, syntax, semantics, morphology and Literature in English (as critical works). Access to the information offered by internet indeed stimulates students and enhances their learning experiences.

### **Videodiscs and C.D-ROMs:**

These are devices that are expected to feature in English language classroom especially in a large class. With the help of videodiscs and compact-disc (Read only memory), learning experiences are concretized and retention of ideas facilitated. Learning activities in the areas of spoken English, grammar and Literature can be prepared for students in recorded form and played in the classroom. As the teaching is going on, students can listen and view at the same time while the teacher continues to explain the contents from time to time. The teacher may leave the C.D-ROM with the class representative to enable the students work with the content after the classroom encounter with the teacher. They are most suitable for teaching Literature and spoken (oral) English especially to second language learners of English.

### **Use of E-Library Resources:**

According to Eshiotse and Okwilague (2016), the existence of ICT resources has taken some aspect of learning out of the classroom, making face-to face, chalkboard learning inadequate to prepare learners to face current learning challenges. This is where the use of electronic libraries becomes necessary. Modern libraries comprise visual section which houses collection of learning materials in electronic format. Periodic purchase and upgrading are made to provide useful databases containing information materials in all fields of scholarship. The English language teacher, therefore, can expose his students to these useful materials in the electronic library of his/her school. The teacher himself/herself can utilize e-resources to prepare his lesson note for good quality content delivery. He/she can equally refer students from time to time to the e-library to do their assignments, carryout projects or complete certain tasks either in groups or individually. This would enhance their overall performance and competence in the English language.

### **PROBLEMS MILITATING AGAINST APPLICATION OF ICT IN THE TEACHING OF ENGLISH LANGUAGE IN NIGERIA**

It has become conspicuous that the imperatives of integrating ICT in the education process in general and in the teaching of English language in particular cannot be over-emphasized. This is essentially due to its potential to widen the knowledge horizon of the students in this ever-changing, knowledge-driven information world. However, in spite of the tremendous benefits of application of ICT in the teaching and learning encounter, research and even mere observation has shown that majority of English language teachers at all levels of education in Nigeria do not integrate these modern digital teaching aids in the course of delivering their lessons. Consequently, this paper, engaging in painstaking literature search, observation and interviews, endeavours to ascertain the reasons behind this ugly state of affair. Unfortunately,

findings have revealed that the factors below are responsible for the non-integration of ICT in the teaching of English language in Nigerian schools:

**Inadequate funding of education:**

Funding of education has been an age-long issue in Nigeria. Despite recognizing education sector as critical to national development, little attention has been paid to funding it adequately. Isa (2015) sees the problem of funding as a matter of poor budgetary allocation, non-release of full budgetary provision and mismanagement of the little funds provided for the system. According to him, before the Needs Assessment Intervention regime, the Federal Government allocation for education was abysmally low – 10.1% in 2007, 13.2% in 2008, 10.1 in 2009 and 6.1 in 2010 respectively. As a result of inadequate funding, little or no attention is given to provision of necessary facilities both in federal and state owned schools at all levels.

**Unavailability of ICT infrastructure/facilities:**

Due to lack of fund, its mismanagement and other forms of corruption in the education sector, there is lack of funding of ICT, leading to its unavailability in some schools, and its insufficiency in others. Procurement of ICT facilities is not within the reach of most school administrators as a result of high cost, and as Umunadi (2009) observed, government contribution to ICT provision for educational purposes is very low. In this circumstance, it becomes difficult for the English language teacher to utilize these essential teaching aids in his lesson delivery due to their unavailability. Isa (2015) observes that inadequate infrastructure has been the major issue among disturbing situations in the education sector that has resulted in nineteen strikes by ASUU between 1992 and 2013.

**Computer illiteracy:**

Lack of skilled personnel to integrate ICT in English language teaching is a major factor. Many teachers in most schools are not computer literate to be able to use ICT applications and tools.

Okwuedei (2011) noted that many teachers are still unwilling to change and embrace modern technologies of the 21<sup>st</sup> century. They prefer to continue to use old methods in a new era, and see no need to upgrade themselves to fit into the knowledge economy. Hence, they are incapable of using sophisticated ICT facilities to enhance their teaching.

#### **Epileptic power supply:**

It is no longer news that electricity supply is a huge source of worry in Nigeria. ICT facilities, when provided, cannot function without power supply. The inconsistency in electricity supply hampers the effort of some teachers who wish to use ICT tools to teach their students. Regrettably, total power cut as well as the huge financial burden of maintaining generating sets further compounds the problem in most cases. Therefore, irregular electricity supply in some schools makes it unable for the electrically powered ICT facilities to be integrated in the teaching process by the English language teacher.

#### **Poor implementation of national policy on ICT:**

Lack of proper policy implementation has been the bane of Nigerian education system. The 2004 national policy on ICT has not been effectively implanted in Nigerian schools, particularly those in the rural areas. For example, teachers are not being mandated to upgrade themselves to enable them acquire competences necessary to integrate ICT in their teachings. But the education ICT policy should identify specific ways in which the application of ICT will enhance the education process (Borase, 2014). Proper implementation of the policy will entail provision of enough computers to schools with support facilities, training of teachers to be able to use the tools in their teaching as well as periodic supervision of the schools to ascertain level of compliance with the government policy by the teachers in their various schools.



### **Excess Workload:**

It is undeniable fact that many teachers at all levels face the problem of excess workload due to increased enrolment of students, shortage of teachers and so on. Thus, even when some teachers are competent enough to use ICT facilities in their teaching, time constraint and excess volume of work on their tables constitute impediment to their desire to integrate ICT tools such as e-mail, websites databases, C.D-ROMs, video-discs and power point projectors. Also, due to time constraint occasioned by excess workload, some English teachers who are deficient in the knowledge of ICT application are unable to embark on computer training programmes to upgrade themselves.

### **PROSPECTS OF ICT APPLICATION IN TEACHING ENGLISH LANGUAGE IN NIGERIA**

Given the degree of global awareness created by ICT revolution both in Nigeria and the world over, the possibility of integrating ICT in the teaching of English language in Nigerian schools is incontestable. It largely depends on the willingness of the teachers in the profession to change their mindset and embrace the inevitable, progressive change. This essentially involves recognizing the potentials of ICT utilization to ensure sustainable development fostered by access to global information network (Ojedokun, 2007). By so doing, the essence of application of ICT in language teaching would become more glaring.

Apart from its ability to concretize learning experiences, integrating ICT tools will not only make students eager and more willing to learn but also assist them learn at their own pace and equally access learning from all parts of the world. The result would ultimately be an improvement of performance and positive change of attitude to learning. Certainly, the effective integration of ICT in the teaching and learning of English will depend largely on the teachers' and students' interest, accessibility to computer and other digital tools, and ability to see computers as learning

tools that enhance easy understanding of learning experiences (Amaihian, Adebayo & Habib, 2014). Thus, notwithstanding the identified obstacles to effective application of ICT in English language teaching, there is still chance of success in this regard. What is only required from teachers are sense of commitment and desire for self-improvement to continue to be relevant in the education system of the 21<sup>st</sup> century. Government on its own part only needs to see the essence to live up to its responsibility by providing necessary conducive environment for the development of ICT and its application in the teaching process. This will indeed make Nigerian students active participants in the contemporary global knowledge economy.

## **CONCLUSION**

Information and Communication Technologies have become indispensable in the globalized information society of the modern man. The impact of modern digital tools is very much felt in the education system where most academic activities involve the application of ICT. Consequently, the persistent problems associated with the teaching and learning of English as a second language could be ameliorated through effective application of ICT in the teaching of the subject. This discourse has demonstrated that ICT facilities such as power point projector, video discs, C.D-ROM, e-mail, internet, and databases in the electronic libraries could be used to facilitate the teaching of English language in Nigeria. They have the potential to concretise learning experiences in the areas of discourse writing, speech making, spoken English, grammar, vocabulary development, Literature in English and so on. However, it has been identified that many English language teachers do not integrate these useful tools in their teaching due to certain inauspicious circumstances ranging from poor funding of ICT facilities, incompetence on the part of some teachers and irregular power supply to poor implementation of ICT policy by relevant authorities. But the good news is that all hope is not lost provided both government and the English language teachers

would rise to the challenge and play their respective parts effectively. The positive result, when the right things are done, would be the effective application of ICT in the teaching of English language in Nigeria.

## **RECOMMENDATIONS**

Against the backdrop of the findings of this study, the paper makes the following recommendations:

- i. There should be adequate funding of education as well as ICT facilities in all schools across the country and at all levels of education.
- ii. There should be free and compulsory training and retraining of English language teachers in ICT application.
- iii. Government should provide laptop computers at subsidized price for all teachers in the education system at all levels.
- iv. Reduction of excess workload on teachers could be achieved by employing more qualified computer literate English language teachers in all schools across the country.
- v. There should be constant provision of power/electricity to ensure optimal functioning of the available ICT facilities.
- vi. The full implementation of the 2004 national ICT policy enshrined into the 2012 reviewed National Policy on Education must be taken very seriously by government at all levels to ensure full integration of ICT in the teaching of English language.

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