

ENHANCING THE TRIFOCAL SYNERGY OF ENGLISH, ICT, AND EDUCATION IN NIGERIA

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Abstract

This paper examined the dual influences of English as medium of instruction and information communication technology (ICT) on education in Nigeria. The paper is based on the Socio-Cultural Theory of Development; which is also known as the Social Development Theory (SDT). The study examined both the use of English as medium of instruction (EMI) and the resources of ICT that are increasingly utilized in teaching and learning not only English but also other subjects in Nigerian curricula. It established that both EMI and ICT play pivotal roles in the different levels of education in Nigeria and concluded that education stakeholders should initiate novel dimensions and intensify current efforts that target a synergy of English, ICT, and education in Nigeria. The study recommended, among others, that teacher trainers should broaden the ICT-component of pre-service teachers by introducing innovative ICT-for-education courses at the colleges of Education and the universities.

Keywords: Education in Nigeria, English in Nigeria, ICT in education, English as medium of instruction, Socio-Cultural Theory.

1. Introduction

Nigeria is one of the countries with the richest language diversity in Africa. This numerical giant of Africa has an estimated population of about 180 million people. The exact number of languages spoken in Nigeria is not officially verified but older literature on the subject cite 250 to 400 indigenous languages. Ethnologue (2017), an online language data base put the number of languages spoken in Nigeria at 526, including non-native languages such as English and Arabic that are prominently domesticated and used among Nigerians. Ahaotu and Umera-Okeke (2025) noted that Ethnologue (2025) changed this figure from 526 in 2017 to 530 in 2025. Unfortunately, some indigenous Nigerian languages lack orthographic forms and there is no language maintenance policy to develop many others that have orthographic forms. Ndimele (2014) expressed concern over the fate of Nigerian languages in the following words:

They are merely carriers of neglected and severely endangered cultures. Many of them are at the verge of ultimate death with little or no written literature in and about them. Many of them are steadily losing children speakers and therefore may not be handed down to the next generation. More than two-thirds of Nigerian languages have no orthography. Their vocabularies, to say the least, are grossly inadequate to cope with the communicative needs of their speakers in an ever-rapidly changing world. (p.24)

Some of these languages are already extinct; several of others are endangered, while many are dying. Hardly any of these indigenous languages is undergoing significant development to compete with the leading languages of the contemporary world, such as English, Chinese, Spanish, Arabic, etc. The discussions aimed at choosing a national language and possibly language of instruction are all so politicized and characterized by the fear of ethnic domination that none advanced beyond a political debate. These include both the indigenous languages content of the National Policy on Education and the constitutional provision and adoption of the three most widely spoken (Wazobia) languages and English as co-official languages in Nigeria. In the late 1990s, the Nigerian Federal Government added French and other languages as co-official languages of Nigeria. However, provisions of both the Nigerian Constitution and the *National Policy on Education* (NPE) that tend to favour indigenous languages remain little more than political declarations that are never implemented. In practice, these various provisions on language use in both the NPE and *the Constitution of the Federal Republic of Nigeria* favour the use of English either directly or indirectly. For instance, the NPE contains a provision that from mid-elementary class, pupils should not only be taught in English as medium of instruction (EMI) but also offer compulsory English courses up to the tertiary level. Evidence from educational practice and policy formulations in Nigeria's educational sector indicate that English is well-established and dominant in education. The above facts are some of the reasons why many linguists have descried linguistic doom, instead of a linguistic boom, for Nigeria's indigenous languages (Ndimele, 2014). In all these negligence, English has been the sole beneficiary language as it grows in relevance and use in Nigeria.

The NPE also promotes the use of ICT in teaching and learning. Prior to the COVID-19 Pandemic, ICT products were not as extensively used in education in Nigeria as they were during and after the global lockdown. Before the Pandemic, smart boards, the Internet, projectors, PowerPoint, tablets, some applications, etc. were the primary forms of ICT products, such as: computer applications (apps), smart phones, personal computers, and a wide range of hand-held devices are extensively used in teaching and learning in Nigeria.

2. The Socio-Cultural Theory

The Socio-Cultural Theory of Development, or Social Development Theory (SDT), was developed by Lev Vygotsky (1978; 1986). According to this theory, children learn information about the world around them from those who are more knowledgeable than they or who are the experts in the field. These persons are described in the theory as more knowledgeable others (MkOs). In order to underline the significance of language to social and cultural relations, linguists further built the Social Cultural Theory upon this basis of others who had more information. Later researchers were able to connect the Social Cultural Theory to writing instruction and development due to this focus on language. This claims that writing extends beyond the classroom and the immediate environment to encompass prior knowledge, linguistic comprehension, a variety of genres, motivation, and technological effects. It puts social concerns first.

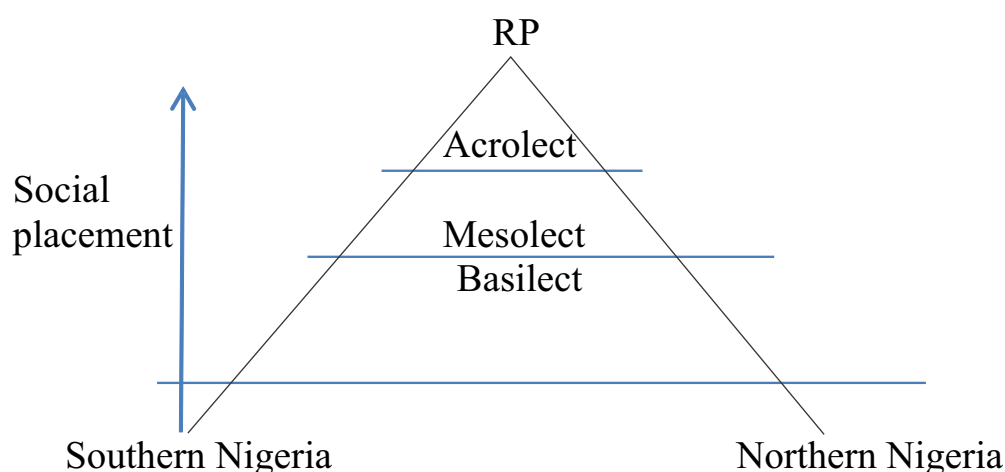
When he noted that the community plays a crucial role in deriving meaning from encounters, Vygotsky underlined the significance of social contact in cognitive development. This has the connotation that the environment in which the encounter takes place serves as

reinforcement for learning.

3. Literature Review

Awonusi (1987) classified Nigeria English into a 'lectal pyramid' which according to him, is enhanced by geographical and social factors in the use of English in Nigeria. Awonusi categorized the social and spatial factors that shape the use of English in Nigeria into three parts in a pyramidal shape. According to this classification, Nigerian English has three hierarchical forms, namely; the acrolectal variety at the peak of the ladder, the mesolectal variety, and the basilectal variety at the base of the pyramid. The social placement of the speakers increase towards the Received Pronunciation (RP) model but the pyramid seems to suggest that the tendency generally peaks at the acrolectal form of Nigerian English. Figure 4 below illustrates Awonusi's classification of Nigerian English.

Figure 1: The 'lectal' pyramid illustrating Awonusi's classification of Nigerian English



Source: Awonusi (1987)

In Awonusi's classification in the above diagram, no lect is stagnant and a switch may occur which may result to the speakers either code-mixing or code-switching. The acrolectal category has fewer speakers than the mesolectal category while majority of the speakers are in the basilectal category. Speakers may move from one lect to another as their competence improves.

Scholars have made an effort to categorize the languages spoken in Nigeria using a variety of indicators, including population of speakers, constitutional legitimacy, and prestige, according to Awonusi (2007) (Williamson, 1984). According to the general classification, Nigeria has three main languages: Hausa, Igbo, and Yoruba. These three languages are also recognized by the constitution as regional languages because they are respectively spoken by the majority of people in the northern, eastern, and western regions of the nation. Additionally,

they are acknowledged as national languages under the constitution. According to the source, there are nine additional languages with millions of speakers each, including Edo, Efik, Fulfulde, Idoma, Igala, Ijo, Kanuri, Nupe, and Tiv. Additionally, there are around 400 minority languages.

Along with these native tongues, there are also the two significant external languages, English and Arabic. Additionally, there is Nigerian Pidgin English (NPE), which is frequently used as a lingua franca in coastal towns and large cities, particularly among residents of Nigeria's South-South and South-West areas. NPE is progressively replacing English as the primary language used by governmental organizations for their advertisements. It is also crucial for the growth of the nation's hip-hop culture. Like in the majority of other former British colonies, English is one of the cultural legacies that the British left for the people of Nigeria after colonialism ended. The language plays a crucial role in bringing the linguistically diverse nation together and acting as a conduit for communication with the outside world. Nigerian English is a locally adapted variation of the language. According to Awonusi (2013), numerous authors have made an effort to categorize Nigerian English. He elaborated as follows:

As I have pointed out elsewhere (2011), in response to Spencer's 1961 call for research into how English is responding to our environment or Okara's (1963) enquiry into why we should not use our lect of English for our ideas and thinking, a number of studies have described what in the seventies became known as Nigerian English. Early studies include Brosnahan (1958), Walsh (1967), Tomori (1967), Salami (1968), Afolayan (1968), banjo (1969), Bamgbose (1971), Tiffen (1974), Oluikpe (1975), Ubahakwe (1979), Emenyonu (1988) while detailed later works include Jibril (1982), Odumuh (1982), Eka (1985) Awonusi (1985), Unoh (1986), Aliyu (1993) among others.

Consequently, Nigeria being a part of the world community, has not been exempted from the resurgence. Without doubt, the resurgence has manifested itself in the areas of communication technologies, education, the internet publishing, satellite systems, e-learning, etc. These areas and many more not mentioned here are vital for national development and require competence in the language to function properly.

(pp. 15-16).

The resurgence of English identified by Awonusi (2013) above manifested primarily in the following forms stated by the author:

- internet publishing
- communication technologies
- education
- the internet publishing
- satellite systems
- e-learning,

English is well-established in Nigeria and it performs extensive functions in the country. This study focuses on e-learning application of social media and its patterns of influences on undergraduate reading and writing cultures. clarifying the functions of English in Nigeria,

Goke-Pariola (2007, p. 128) has observed:

Given its range of functions, English language in Nigeria cannot be anything but an institutionalized, as opposed to a performance, variety... tremendous linguistic and socio-cultural pressures are brought to bear upon the language. The English language has to be used to express the people's culture, their daily experiences. Speakers may also continue to switch back and forth between their mother tongues and English. Consequently, there is both conscious and unconscious experimentation with English, that is, attempts at its nativization.

Goke-Pariola highlighted two major characteristics of average Nigerian users of English, namely; code-switching and transliterations; which culminates in nativization. These phenomena have been extensively discussed in literature on Nigerian English (Umera-Okeke & Ahaotu, 2018; Dadzie & Awonusi, 2009; Akindele & Adegbite, 2005, Jowitt, 2005; and Adegbite, 2004). Several scholars who have examined the study of code switching in Nigeria discourse approached it from the socio-linguistic perspective, examining the phenomenon in Yoruba-English bilinguals (Amuda, 1986; Ayeomoni, 2006; Lamidi, 2004); in urban Nigerian Arabs' speech (Owen, 2005); in Nigeria novels (O'Mole, 1987); in Nigeria hip-hop music (Omoniyi, 2006) and in recent times, in the digital discourse (Taiwo, 2010; 2012). These studies attempted to establish why bilinguals in Nigeria code-switch and the kinds of code-switching present in their conversations.

For a multilingual country such as Nigeria, there is a need to adopt a national language or languages to overcome the challenges of cross-cultural communication and national integration inherent in using all the 526 languages in her linguistic space. By both default and design, English has always fulfilled the role of Nigerian national language from the colonial era to the present time. First, English was unwittingly introduced into Nigeria through commerce and it was used in business transactions without any obvious plan of imposition or domination of the indigenous Nigerian languages. The language grew in significance as the spheres of its use increased in both the broadened sense of commerce and the then newly introduced Christian religion and Western education. Also, English received official backing from both the colonial administration and the independent administrations in Nigeria. It has remained official and co-official language at various times and has been singularly favoured as the sole medium of instruction in Nigerian schools beyond the mid-primary level of education. The result is that English is very widely learned and used in Nigeria. The fortunes and functions of English in Nigeria have grown exponentially and the language has acquired characteristic features that justify the existence of a Nigerian variety of English. Crystal (2003) suggested that up to 60 million Nigerians speak English and noted that Nigeria is first among countries where a large part of non-native populations speak English.

There is no comprehensive language policy in Nigeria. However, when they discuss language policy in Nigeria, linguists often make references to the sketchy references to English and the Wazobia languages in two important national documents: the Constitution of the Federal Republic of Nigeria (the constitution) and the National Policy on Education (NPE) of the Federal Republic of Nigeria.

Osakwe (2000) cited in Ahaotu (2017) highlighted that the important roles of English in the Nigeria society as clearly indisputable. According to him, English is the language of everyday communication to many Nigerians and is central to political, educational, economic, as well as the social life of the nation. However, Osakwe's submission that English is the only language that is utilized for inter-ethnic communication among speakers of the indigenous languages spoken in the country is disputable. While it is true that significant inter-ethnic interaction happens in English, it should not becloud the reality that the three big Nigerian languages (Hausa, Igbo, and Yoruba) and Nigerian Pidgin English are also used in inter-ethnic communications to varying degrees. Hausa language, for instance, is a lingua franca in the three sub-regions of the North. These are the North West, the North East, and the North Central. A slightly different scenario is noticeable in the patterns of use of Nigerian Pidgin English between the broad Northern and broad Southern regions of Nigeria. Nigerian Pidgin English is unarguably the leading lingua franca all over the country because it is not learnt formally in schools but it is commonly used by both the educated and uneducated. Nigerian Pidgin English has been restricted to a marginal status outside formal business, education, and official communication. However, its fortune seems to have improved in its recent popular use in national radio broadcasting and telecasting. There are also ongoing considerations of elevating Nigerian Pidgin English to the status of language of instruction in Nigerian schools and this was the subject of a stakeholder's Focus Group Discussion (FGD) jointly organized in Abuja, Nigeria by British Council and UNICEF (Trudell, 2018). The future may be brighter for Nigerian Pidgin English.

However, English presently has unparalleled importance in the Nigerian national context because the critical sectors of the nation use it to articulate their visions and relationships at all the crucial sectors such as: educational, political, cultural, social, economic, and linguistic. English is the main medium of national communication in Nigeria.

1. English in Education in Nigeria

The Portuguese were the first Europeans to have trade contact with Nigeria and they also introduced western system of education to the country. But this did not last long before British merchants (and later missionaries and colonizers in that order) displaced them. The British introduced Western education to Nigeria in the 15th century (Umera-Okeke & Ahaotu, 2018). This was the genesis of the dominant use of English in education in Nigeria. Many Nigerians were sent to the United Kingdom in order to learn English to serve as interpreters in trade relations between British merchants, missionaries, and colonial agents and Nigerian. Local schools were also established to teach English and Book Keeping because these subjects were important in the commercial activities between British merchants and Nigerian middlemen. The products of these schools became the clerical officers and the powerful interpreters of the colonial era even when their competence in English is only halting. The British colonization of Nigeria lasted approximately 100 years (1861–1960) and throughout this period, the British system of education and English language learning were vigorously promoted.

Although Nigeria has not adopted a language policy, English continues to play central roles in education in Nigeria in this era of political independence. English was ascribed specific roles in the Constitution of the Federal Republic of Nigeria as co-official language alongside the three major indigenous languages: Hausa, Igbo, and Yoruba. The Constitution further provided

that the legislative activities of both the Senate and the House of Representative should be conducted in either English or any of the three major indigenous languages. The use of English in education in Nigeria is guided by the provisions of the National Policy on Education (NPE) because there is not yet an explicit national language policy.

The National Policy on Education (NPE) is an educational policy document of the Federal Republic of Nigeria and it provided that “The medium of instruction in the primary school shall be the language of the environment for the first three years in monolingual communities. During this period, English shall be taught as a subject” (Section 2.20). English as medium of instruction begins from Primary 4 and is sustained up to the university level of education. Meanwhile, the policy stated that “Every child shall be taught in the mother tongue or the language of the immediate community for the first four years of basic education” (Section 1.8, NPE, 2013) and also that the Federal “Government will ensure that the medium of instruction is principally the mother tongue or the language of the immediate community” (Section 2.16) for early childhood care development. These provisions introduced sundry contradictions that are beyond the scope of this study but the researcher took special note of the privileged status it gave English in Nigerian educational system. First, English is taught as a school subject from primary to university levels of education in Nigeria. This implies that students in Nigeria study English longer than any other single subject in the curriculum. Also, is the medium of instruction in Nigerian schools. It is difficult to implement the provisions of Section 2.16 of the NPE because the policy implementation criteria are inadequate. For instance, the school curricula for primary 1-3 were not developed in the indigenous languages. Teachers were not equipped with course content in mathematics, basic science, etc. developed in the local languages. Besides, with 526 indigenous and other languages operating in her linguistic space, it is difficult to describe even local speech communities in Nigeria as monolingual. Therefore, the determination of “the language of the immediate community” for a group of learners would be difficult, particularly in situations where a dominant indigenous language is competing with a minority language in the latter's domain.

English enjoys a privileged status in Nigerian educational system. For instance, public examinations, except on the subjects of other languages are conducted in English language alone and the reports on all examinations are presented in English. Also, English, in the form of EAP, is a prime course in Nigerian universities as the NPE clearly reserved English for all levels of education beyond primary 4. No other local or foreign language is competing with English as medium of instruction and sole language of academic activities in Nigerian universities. EAP, an aspect of ESP, is compulsorily offered by all undergraduates in Nigeria; who are required to obtain a minimum of pass level in the course in order to obtain university Bachelor's degree in every discipline. Both polytechnics and colleges of education in Nigeria also offer compulsory English and communication studies.

Social media has great potentials in education; especially university education where adults have already imbibed general digital culture and specific social media culture. While some adults use social media as a tool for communication, self-promotion, and bragging about one's accomplishments, many people view it as a source of the most recent information about friends and the outside world. A growing interest in student-centered pedagogies and the popularity of social networking sites have drawn attention to the use of well-liked Internet

applications to improve remote learning. Adult education can make good use of such potential. It enables adult educators to extend the learning process outside of the classroom and adult learners to learn items for which training did not have enough time. The purpose of this article is to summarize the most widely used social media platforms and to give a general overview of the main advantages and risks of using these tools and services in the process of adult learning.

Many educational technology experts who have emphasized the advantages of participatory technologies in adult education settings have backed the usage of online social networks in the educational process (Lee, McLoughlin, 2010; Veletsianos, 2011; Tallent-Runnels et al., 2006). For instance, Lee and McLoughlin (2010) propose that online social networks allow students and instructors to express themselves socially in an online environment and connect with one another, allowing students to engage in a collaborative learning process. However, Veletsianos (2011) highlights that in order for technology-rich treatments to be effective, there must also be didactic improvements. Additionally, researchers advise determining which style for delivering courses best fits specific didactical techniques (Tallent-Runnels et al., 2006).

Social media use in education is being referred to as a type of online learning or distance learning. Social networking technologies have been seen as instruments that allow for the adoption of participatory pedagogies, which are capable of resolving issues that have long plagued distance learning. The distant learning paradigm makes the assumption that the students will never really meet each other or the instructor. The usage of modern technologies is used to deliver course materials, content, and assignments. Social media platforms therefore offer a chance to foster a sense of presence, community-building, and student participation in lively dialogues (Lee, McLoughlin, 2010). According to the research, employing online social networks as learning tools may aid students in making friends as they work together to exchange ideas, produce goods, establish identities, and get fast feedback.

In addition, research on informal learning through social media indicates that using social media websites serves crucial social learning purposes (Greenhow, Robelia, 2009). According to Lee and McLoughlin (2010), social media's fundamental design encourages the growth of learner autonomy, which is crucial for preparing lifelong learners for the complexity of the modern workforce. Additionally, social media gives students the ability to communicate and work together outside of institutional walls while also gaining real-world work experience. Social media gives adult learners the chance to run their own learning settings, which helps them develop into more self-reliant, lifelong learners (Rahimi, van den Berg & Veen 2013).

The use of social software in adult education, however, comes with a long list of possible hazards, according to academics (Greenhow and Robelia, 2009). Concerns about workload for teachers and students, a lack of confidence in peer criticism, ownership difficulties involving public and collaborative areas, challenges with adapting freely available tools, and challenges with maintaining student privacy are a few of these. Furthermore, according to Madge, Meek, and Wellens (2009), 91% of the students in their study never used such tools to communicate with teaching staff, and 43% thought that social media websites have no potential for academic work, suggesting that social media websites might be more helpful for informal learning than formal learning. Adult educators that have experience in the field (Zascerinska,

2010) outline the critical steps a trainer must take when using social media as a learning environment to ensure educational success. The approaches that are listed the most frequently include: maintaining contact with the participants, moderating discussion, including group assignments, establishing an active learning environment, giving consistent and accurate feedback, and respecting the variety of work styles of participants.

The Polish group "Trainer for Trainer as Trainer" (www.facebook.com/groups/trenertrenerowi/) serves as an illustration and source of inspiration for individuals who are interested in using Facebook for educational purposes and the formation of interest groups. The group, which has more than 10,000 members, was established in 2013 as a closed group. Post topics vary greatly but are all relevant to adult education. Examples include:

- links to useful websites and publications,
- inquiries concerning guidance such as what equipment to use and how to use exercise,
- queries about the opinions of products marketed to adult trainers.

Virtual meetings, which formed a network of coaches and trainers for adults who meet in the real world to share knowledge and learn from one another among other things—effective techniques of working with adults in training—were so fascinating for people that they involved participants. Social media technologies support new features and qualities, which makes the learning environment more dynamic. Both instructors and adult learners will benefit from these features and capabilities, which make learning more comfortable for everyone involved and encourage them to do more than just consume knowledge. However, social media usage should be considered because of specific concerns that are associated to education.

2. Information Communication Technology (ICT) in Education

ICT has become a significant tool of education as it is increasingly used in learning and teaching. Teachers and learners require new skills and tools in order to adapt to the social dynamisms that shape education. They cannot pretend to be unaffected by the social and technological changes in the larger society in which they teach and learn. Institutions of learning use diverse products of ICT to communicate, evaluate, create, disseminate, store, and manage information. ICT has increasingly been integrated into teaching and learning activities. Presently, ICT tools are replacing traditional chalkboards with interactive digital whiteboards, and students' smartphones/devices are increasingly utilized for classroom learning. In some contexts, the "flipped classroom" model in which lectures are delivered to students via computers at home so that the students can use classroom time for more interactive activities.

Researchers, teachers and learners are increasingly turning to the products and applications of ICT in educational design, delivery, and assessment, etc. This has not yet translated into a total departure from traditional educational system but has recorded a significant move towards a central role for ICT in education. Instructional delivery and testing are progressively processed in the ICT environment. When Information Communication Technology is applied to education, it enhances the delivery and access to knowledge, and improves the curriculum (Iloanusi & Osuagwu, 2010). ICT also enhances more effective learning outcomes in teaching because it has many advantages than traditional teaching

methods in education. ICT promotes critical thinking skills and offers learners a large repertoire of educational resources.

Information and Communication Technology (ICT) is a vital aspect of learning and teaching processes (Aduwa-Ogiegbaen & Iyamu, 2005). They argued that ICT plays an important role in educational advancement efforts because it provides opportunities for intercultural dialogue, education, training, and exchange of knowledge. These technologies, they noted can also strengthen social interrelation and support the capacity development for educational humanities. There are various benefits of a technology-based curriculum for second language learners that justify the central role ICT can play in a second language teaching and learning such as using multi-sensory collection of texts, sound, pictures, video animation and hyper-media to offer meaningful comprehension. ICT provides experience and resources for students at the various stages of language acquisition and use. Using ICT to teach and learn the English language enhances opportunities for collaborative writing and improves students' attitudes towards writing.

ICT devices that can be used in teaching and learning are categorized into hardware, software, and network communication. The various technological tools are suitable for both students and teachers. ICT offers diverse facilities that can enhance general teaching and learning across disciplines. These include the following:

- desktop and laptop computers
- digital cameras
- projectors
- iPads
- iPods
- microphones
- video games
- DVDs and CDs
- printers
- photocopiers
- popplets
- flash discs
- webboards
- interactive white boards
- scanners

ICT enables English language learners to engage in live interactions irrespective of locations in the globe through e-mail, SMS, thereby, encouraging writing skill. Using ICT products such as videos, tapes, television, etc. the teacher may focus the interest students to the lesson. In turn, the learners are able to listen to the accent/intonation of native speakers and other varieties (Egbe, 2019, p. 168). English teachers can appropriate these tools in teaching aspects of English grammar, dialogue, vocabulary, phonology, reading comprehension, etc.

Furthermore, teachers in challenging contexts of teaching and learning and those in special needs education can utilize ICT to improve both their delivery of lessons and the overall

student learning outcome. Special needs education teachers may utilize the following ICT products in teaching according to their contexts;

- Large print books,
- braille,
- head wands,
- a keyboard for cerebral palsy,
- typing aids,
- a text magnifier, and
- audiobooks

A key argument in favour of the increased integration of ICT in education is the opportunity of inclusion that it offers to all learning styles. ICT provides different options for comprehending information, making sense of ideas, and expressing knowledge. Many students are visual and tactile learners; they learn best through visual and tactile activities; an abundance of which is available through ICT. Such students perform better when they see things with their own eyes and do things with their own hands than when they are told things by the teacher. Through mobile devices, students receive extra support through applications (Apps) specially designed for students with special needs and others designed for specific tasks.

7. Conclusion

Western Education in Nigeria is synonymous with acquisition of English as the language is widely used as medium of instruction in education. English is currently dominant in education in Nigeria while ICT has assumed dominant roles as educational resource in the country. The resources of ICT are increasingly utilized in teaching and learning not only English but also other subjects in the curricula. Indicators of future impacts favour these two factors. It is unlikely that an indigenous Nigerian language will effectively displace English as medium of instruction in the next two decades and it is also unlikely that ICT would become irrelevant in Nigerian educational system in the near future. These realizations should motivate education policy makers, teachers, professional associations, and other stakeholders to initiate novel dimensions and intensify current efforts that target a synergy of English, ICT, and education in Nigeria.

8. Recommendations

The authors make the following recommendations based on the discussion outlined in the paper:

1. Teacher trainers should broaden the ICT-component of pre-service teachers by introducing innovative ICT-for-education courses at the colleges of Education and the universities. Such courses should be designed to suit different levels and contexts of teaching and learning. They should also be both skill-based and practice-oriented.
2. Policy statements should be broadened on the subjects of ICT and English in education. Target skills and the various levels of competencies expected of teachers and learners should be specified and these should be achievable in nature.
3. Government must commit itself to adequate funding and implementation of its policies on English, ICT, and education in Nigeria. Good educational policies and curricula would be ineffective if governmental funding and commitment to effective implementation are lacking.

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