



The Role of Information and Communication Technology (ICT) in Teaching and Language Learning.

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ABSTRACT

Information Communication Technology (ICT) can be referred to as an electronic device used for effective interaction online with a larger audience, especially in the context of teaching and learning. ICT is performing flagship roles in the digital revolution of teaching and learning. The age today has some other associated terms, such as the Information Age and Computer Age. The digital age has a great influence on education, especially in the areas of the application of ICT to library services and classroom interactions between learners and educators. Consequently, the concept of pedagogy is gradually shifting from the traditional chalk-and-talk method to the ICT world, where we find both e-teaching and e-learning. It is a revolution in pedagogy where teachers can apply their knowledge of ICT to teach language, leveraging the ever-growing e-resources that are made available on the library database. This means that the 'emerging role of ICT and the use of resources is remarkably and dramatically changing the fabrics of learners' ability to learn very fast. By exploring the theory of digitalisation of Ines Mergel (2016), this paper examines the roles of ICT in language pedagogy relating to teachers in the preparation of lecture notes, lecture delivery through virtual class, conference papers, language testing, accessing e-resources and students when seeking online registration, preparing assignments, engaging in e-learning, leveraging e-library, and attempting e-examination. It is recommended that all categories of teachers and learners should embrace the workings of the library and ICT in order to make judicious use of it for the benefit of learners.

Keywords Digital Age, E-learning, E-reading, Ict Roles, Teaching

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Introduction

The teaching and learning of language require tried-and-true methods and procedures, just like learning any other language. Numerous techniques and strategies have been developed over time to aid in the pedagogy of language. These methods were separated into general and targeted teaching categories. The specific approaches are those that are focused on a particular aspect of a language, such as the alphabet, phonics, and look-and-say method; individual and programmed learning methods of teaching reading; substitution table and repetition techniques of teaching grammatical structures; semantic clues and semantic mapping approaches to teaching; and communication methods. According to David William (1990), these broad approaches are traditional, direct, audio-lingual, eclectic, and traditional methods. However, because these strategies and methods were created so long ago, they are ill-equipped to deal with the large language classes and specific language needs of the 21st century, which are characterised by the application of Information and Communication Technology (ICT). It is obvious that ICT is a revolution that involves the use of computers, the internet, and other telecommunication Technology in every aspect of human Endeavour. David William further noted that ICT is just about sharing and having access to data with ease. It makes it possible for users to have access to teaching and learning materials, as well as evaluation techniques. More so, ICT has partially transformed conversionary libraries into Digital Libraries, which are saddled with the responsibility of collecting information stored in electronic format. So people can have access to this information on the web. Magara (2002) noted that the World Wide Web (www) is perhaps the greatest symbol of the shift in scholarly communication through reading. This manifests the role of the digital library in the search for multiple resources at a time, even outside the library, by means of dial-up facilities. More so, 'Electronic Resources are easier to use for readers because they can access information not only from the library but also from the

internet cafe from their offices and occasionally, from the comfort of their homes at any moment'. However, in the mastery of the teaching model and modelling, the master teacher is always enhanced by ICT veracity and expanded opportunities for professional development. The 2013 *National Policy on Education* underlined the value of ICT as a vehicle for increasing knowledge and improving the provision of basic education. It is becoming a necessary tool for teaching modern languages because it can engage students on many levels and make teachers' jobs simpler. To this end, Ementis (2016) emphasised that an improved and engaging experience for both teachers and students is always the end consequence of the planned and engaging use of ICT.

Obviously, the world is currently experiencing a digital revolution in every sector of the economy, including language instruction. As a result, language education is increasingly moving away from the old chalk-and-talk method and toward the digital sphere, where we find e-learning and e-teaching of all linguistic domains. According to Olatunji 2011, The necessity for ICT in language instruction is receiving much clamour and agitation due to the fact that students' performance improves significantly with computer-assisted strategies in the teaching and learning of school subjects, including the English language. The result of a survey conducted by Olatunji (2011) shows that students are excited at every opportunity to work with the computer and voluntarily stay longer on computer-mediated activities than most other engagements. However, students learn easily and have greater fun when learning activities are computer-assisted or computer-mediated. The experience the COVID-19 pandemic taught the world over is quickly demonstrating the reason digital instruction should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool. When digital learning tools are effectively harmonised

in classrooms, it can increase student engagement, help teachers improve their lesson plans, and facilitate personalised learning. It also helps students build essential 21st-century skills needed for employment and innovative entrepreneurship concepts after school, which makes them relevant in society.

The consistent usage of ICT has permanently incorporated it into 21st-century language pedagogy. However, ICT has developed into a pedagogical innovation that has transformed language teaching and learning across disciplines, school ownership, and race. According to Akeredolu-Ale (2012), electronic technology is now a common fixture in many homes across the globe, and it has a profound impact on many parts of human life, including educational institutions. It is utilised in teaching across disciplines in the context of the issue. ICT is used by teachers and students from a variety of disciplines besides education to facilitate teaching and learning. ICT is a 21st-century teaching strategy that facilitates learning and caters for large classes. As a result, it is used in almost every area of human language, displacing the traditional chalk-and-talk method of language learning and all associated teaching aids. According to Susikaran (2014), traditional chalk-and-cheese approaches are insufficient for effectively teaching English. Obviously, ICT now fills the void left by chalk and talk to become an efficient method of teaching languages, even on a global scale. These resources are digital-based assets that have significantly altered every aspect of life, including language instruction. These technologies easily allow data processing and transfer, which has led to an information flow between the instructor and the pupils. Despite the fact that the impact may differ from grammatical category to grammatical usage, this shows a favourable influence on English pedagogy. Languages are hence motivating because of the use of ICT in teaching languages. In order to create a language knowledge base from which to make wise judgments, pupils must be able to

access information from a variety of sources, analyse it, assess it, and finally integrate it. Additionally, computers, particularly with the introduction of the internet, have supplemented traditional information sources like teachers and books. Its advantage and ease of use when applied to pedagogy make it accessible to education and language education in particular. ICT is a tool for developing knowledge and improving the delivery of basic education, according to national policy on education (FME, 2013, paragraph 29). It accomplishes this through some ICT activities.

Theoretical Framework

This article is premised on digitalisation theory as proposed by Ines Mergel (2016).

This theory facilitates teaching through the use of social media, digital terminology application software and other ICT solutions for knowledge acquisition.

The stages of digitalisation, as proposed by Ines Mergel, are:

- Converting digital experiences into digital format; and
- Converting processes of interacting into their digital equivalents
- Digital transformation through Audience, Assets, Access, Attribution and Automatization.

This theory serves as a springboard for our discussions in this article.

Methodology

This study adopted a qualitative research design, which enabled us to get vital information on the roles of ICT in the pedagogy of language. This was made possible through an in-depth interview, library studies and observations.

An Overview of ICT in Language Education

Language is a complicated human activity. Therefore, according to Swati Negi (2023), many techniques and strategies have been

created over time to support language instruction. These methods were separated into general and targeted teaching categories. Judging from the point of view of David William (1990), traditional, direct, audio-lingual, and eclectic communication techniques are the broad approaches, whereas language-specific approaches are those that focus on a particular aspect of a language, such as the alphabet, phonics, the look-and-say method, individualised and programmed learning techniques for teaching reading, dialogue, substitution tables and repetition methods for teaching grammatical structures, semantic clues, and semantic mapping approaches for teaching vocabulary. Nevertheless, because these techniques and strategies date back a long time, they are inadequate for dealing with big language courses and various language-related issues in the 21st century, which is defined by the use of information and communication technologies (ICT). The relevance of ICT in increasing knowledge and improving the delivery of basic education was outlined in the National Policy on Education by the Federal Ministry of Education (2013). Educators and policy-makers alike agree that ICT is germane to the future of education and contributes to the actualisation of sustainability of education for all Federal Ministry of Education (2010). It has evolved into a necessary tool in the classroom of the modern school, where it may engage students on several levels and make instructors' jobs much simpler. To achieve this aim, the Federal Ministry of Education & National Teachers Institute (2016) emphasised that an improved and engaging experience for both instructors and students is always the end consequence of the planned and engaging use of ICT.

ICT has become so important that it is the most significant index in economic and national development (World Bank, 2023). According to the International Telecommunication Union (ITU) ICT Development Index, countries with higher ICT penetration tend to have better economic and social outcomes (ITU, 2023).

Also, the United Nations Conference on Trade and Development (UNCTAD) reports highlight the potential of ICT to drive inclusive growth and development in developing countries (UNCTAD, 2023). This supports education by providing necessary information on any topic of students' assignments, and it is profusely used in education pedagogy, economy, and politics. Recently, Nigeria developed the National Policy for Information Technology (2001), and one of the highlights stated that ICT is the bedrock for national survival and development in a rapidly changing global environment and challenges to devise bold and courageous initiatives to address a host of vital socio-economic issues. Nigeria's aspiration to become a key player in the information technology age is contingent upon the development and implementation of efficient IT policies and infrastructure (Babalola, 2021; Okonedo & Adebowale, 2023). The country's National Information Technology Policy, formulated in 2001, has the potential to bridge the digital divide and create digital opportunities (Ogunde & Adebowale, 2022). However, challenges such as the digital divide, privacy infringement, and cybercrime need to be addressed (Adeyemo & Adegboye, 2020).

The potential of information technology in Nigeria is high, but there is a need for a re-orientation strategy. Despite advanced ICT adoption in Nigerian SMEs, further development is hindered by poor infrastructure and corruption (Olajide & Adedayo, 2023). Utilising IT opportunities to restructure government, citizenry, and business interfaces for better governance, improved trade and commerce, and administrative effectiveness. Establish for maximum effectiveness, regulate, monitor, evaluate, and verify progress on an ongoing basis. The Nigerian National Policy of Education 6th edition (2013: paragraph 29) also recognised the role of information technology in increasing knowledge and skills necessary for effective functioning in Education. This

knowledge-driven world prescribes the introduction of ICT into the school curriculum, especially the one that introduced computer education as one of the pre-vocational electives at junior secondary schools and as a vocational elective at the senior secondary school level. According to the United Nations Educational Scientific and Cultural Organisation (UNESCO 2018), the need for ICT in the 21st century empowers teachers and learners to use it effectively and efficiently in the process of seeking, analysing, and evaluating, including problem-solving and decision-making, among others.

However, Nigerians' quest for rapid use of ICT cannot be achieved without its effective development and knowledge of usage. The knowledge includes various ICT approaches. These approaches include Computer Media Information (CMI), the internet, electronic mail (email), the World Wide Web (www), satellite, and electronic learning (e-learning). The internet is a worldwide system used today in diverse fields -business, entertainment, education, communication, medicine, defence, engineering, and sports-. Today, advances in computer technology have made it possible to combine text, photo images, photo music, animated sequences and video in a single computer application. The internet is a global collection of many types of computers and their networks, which are linked together. Over the years, it has become the solution to many information problems, information exchange and marketing. The approach also plays a significant role in education, economy, health, business, agriculture, and political processes, among others. For example, The internet has strongly influenced our education system by connecting and empowering students and educators through unbounded possibilities of knowledge sharing and creating new ways of teaching and learning without the restriction of time and physical constraints that captivate and stimulate students' imagination at any time, anywhere using an internet connected device, increased

interconnections of teacher and his students in classroom situations Joshi, Pavithra & Singh, (2022).

Most students search for materials for assignments and further reading on the internet, and more often than not, relevant materials are sorted out and manipulated for examination purposes. Language teacher educators are not left out because they also sort out materials on the internet to prepare their lecture notes and write academic papers for conferences and workshops. This interaction consistently influences students' learning patterns positively towards their better performances (National Center for Education Statistics 2019) and achievement in language discipline. The Internet has democratised access to knowledge and information and opened up several opportunities for both teacher and their students to find information and communicate globally through email, voicemail, online chats, and instant messaging, among others (National Center for Education Statistics 2019; World Economic Forum,2020). Another important ICT tool in education is the use of PowerPoint. This concept is a presentation that involves the collection of slides, and a slide is like a frame in a presentation that represents data. During a presentation, the slides are displayed one after the other, and the contents of the presentation are displayed through these slides or screens. However, presentations can contain text to display information and multimedia effects such as sound videos and animations to make them impressive and interactive. Owing to the foregoing, it is very important to consider the role of library ICT in language pedagogy.

Roles of ICT in Language Pedagogy

Role I: Create and deliver engaging lessons:

It must be noted that one of the characteristics of a teacher is his creativity for successive teaching and learning. The creative teacher must ensure that the learners under his guidance learn effectively to avoid the diction that 'unless the child learns, his teacher has not taught well' This called for teaching centeredness with

access and utilisation of information resources Adebamowo and Aderibighe (2022). These resources combined together are technology. Technology can be used to create interactive and engaging lessons that capture students' attention. For example, teachers can use videos, animations, and simulations to illustrate concepts and make learning more fun. Language pedagogy has been significantly impacted by the use of information and communication technologies (ICT) in teaching and learning processes. Lesson planning is a crucial component of language pedagogy. This covered note-taking, finding the right teaching materials, using the best methods, and learning the subject matter. To ensure fairness and inclusion, all of these must be arranged in connection to the age, surroundings, and comprehension of the student's capacity. ICT's use in this context cannot be emphasised enough. The incorporation of creative diagrams, photographs, videos, and illustrations into the lesson notes that could improve language learning is made possible by the use of ICT by the teachers when preparing lecture notes. However, the availability and accessibility of ICT facilities affect the teachers' ability to innovate in this regard. Rowand (2000) researched the use of ICT by teachers in a study conducted by the United States National Centre for Education Statistics (NCES). The research reported that a very large percentage of regular public school teachers make use of ICT or the Internet somewhere in their schools. 40% of these teachers indicated that they have access to the internet habitually to create teaching materials, and 34% reported having a plethora use of computers for administrative work. Less than 10% reported that they make use of computers or the Internet to access model lesson guides or research in order to be familiar with the world's best practices. 66% reported using computers or the Internet for teaching during class time. From the foregoing, it is evident that the use of ICT increases the teachers' efficiency, specifically in the areas of lesson preparation

and lesson delivery. Teachers can also teach their pupils beyond traditional limits and ensure that they participate adequately in the learning processes (Ajayi, 2008)

Role II: Lecture Delivery Through synchronous virtual Classroom and integrated Classroom

The conception of the virtual classroom as an online learning environment has made it possible for learners to tackle the features of the Internet to create meaningful and constructivist learning environments. Information and Communication Technology (ICT) plays a vital role in teaching and learning to meet the expected learning outcomes on a large scale. Virtual learning environments are combinations of both open and distance learning, while a virtual classroom is a teaching and learning computer which is mediated by communication. Just like in a real-world classroom, a student in a virtual classroom can always participate in synchronous instruction, which boils down to the fact that the teacher and students can log into the virtual learning environment at the same time.

In Rowland's (2000) investigation on the extent to which teachers use ICT, the survey found that to a moderate or large extent, teachers assign students to work that involves computer applications, practice drills, and research using the internet. The application is all about doing the same thing in a different way, using Information Communication Technology. Nevertheless, Rowland did not specify whether the teacher used ICT to facilitate a physical classroom or in a virtual classroom. However, English language teaching can be delivered using projected slides, purposely prepared to cater for the diversity of the class, such as the visually and hearing impaired learners. This will give equal opportunities to different categories of learners in the classroom. The slide can include audio, pictures, animation and videos employed to explain the learning content better. Oral pronunciation and ascent training, as well as audio overlay of the slide content, can also help with lesson delivery. ICT enabled flexible

learning. However, a learner-centred approach enriches the learning choices of the students (Zayapragassarazan, 2020) - provides them with a variety of choices for their language learning and allows them to take more responsibility for their own learning. That is equally referred to as inclusive education. As a corollary to the foregoing, ICT becomes significant due to its role in effective teaching, specifically in the areas of course organisation, effective class management, content creation, self-assessment, self-study, collaborative learning, task-oriented, and effective communication between teaching, learning and research activities (Osoba, and Aderibigbe, 2020).

Role III: Conference Papers presentation and publishing

In recent times, virtual conferences have gained more ground than ever. The COVID-19 pandemic has increased the virtual presence, making it more acceptable in many organisations to adopt virtual presence such as virtual court attendance, virtual meeting attendance, virtual class attendance, and virtual conference attendance. Integration of ICT into language education enables teachers to deliver research papers virtually at conferences. Some examples of ICT tools that teachers can use for conference paper presentations and publishing include presentation software such as PowerPoint or Prezi to create visually appealing slideshows. Additionally, teachers can use video conferencing tools such as Zoom or Skype to present their papers remotely if they are unable to attend the conference in person. This is beneficial nowadays in light of the insecurity and economic challenges being faced in different countries across the world. Many developing nations like Nigeria have limited their scholars' research output due to unpaid salaries in institutions of higher learning. The majority depends on grants and sponsorship to carry out research, publish it and share research output with different audiences across the world. The use of ICT in English Language education is a

leverage over these challenges as English Language educators can present their research virtually. This will give such research a global view and the affiliate institutions a better ranking. They can also use online platforms such as Research Gate or Academia.edu to publish their papers and make them accessible to a wider audience. Another medium of communicating research conducted by English language teachers is through the Library Database and the institutional repository. These are databases of research conducted by faculty members, teachers or researchers in an academic institution where the teacher is domiciled. Such an institution has a publishing right over the research submitted to be hosted on the database and shares such research work under open educational resources. ICT indeed has enhanced the open resource, which is beneficial to both the institution they are working for and the teacher by giving them a virtual presence, making people recognise them globally and also rate them.

Role IV: Language Testing

Language testing is holistic in nature. It tests all the language skills, grammar, lexis, semantics, writing, oral skills, and reading, among others. The conceptualisation and development of the computer-based version of the writing test was based on a writing test on a computer, which includes using a keyboard. In the computer-based test, the information is broken up into segments and organised under multiple tabs. Students were guided through the different segments of the test indicated clearly in the navigational tabs. The oral test consisted of two components: Reading Aloud and Spoken Interaction. The two aspects, (i) the delivery of the Reading Aloud text on a computer; and (ii) the use of video stimulus in Spoken Interaction are facilitated via ICT. The ICT tools that can be used for language testing include online platforms such as Quizlet or Kahoot!, which allow teachers to create interactive quizzes and tests. Teachers can also use multimedia resources such as videos from YouTube or audio recordings from websites like

SoundCloud to test students' listening and comprehension skills. Additionally, language learning software such as Duolingo or Rosetta Stone can be used to assess students' language proficiency and prepare assignments.

The use of ICT for student assessments has tremendously improved all aspects of language evaluation. Not only that, but it is also time-saving for students, as well as saving on cost by using online submission. More so, it is convenient for students to have their feedback available online rather than to print and hand it over to them (Bridge, Petre & Appleyard, 2008). The use of online assignments, submissions, and management are the 21st century process in Higher Education establishments, which are characterised by a large number of students. So, many of the platforms can do automatic grading and can be linked to another app that has such features.

Role V: Language Information sourcing through e-library,

Teachers can use e-libraries to source language information for their students. E-libraries provide access to a wide range of digital resources, such as e-books, academic journals, and multimedia resources that can be used to support language learning. For example, teachers can use e-books with built-in audio to help students improve their listening and comprehension skills. Additionally, e-libraries often provide teachers with access to academic journals and research papers that teachers can use to stay up-to-date with the latest developments in language teaching and learning. With the use of audio CDs incorporated into the language teaching, learners can learn about accent, pronunciation, syntax and lexis. The teacher is expected to leverage speech-making courses to learn in different languages. These languages include Spanish, Farsi, French, Japanese and many more. Some examples of e-libraries that teachers can use to source language information include JSTOR, Project MUSE, and the Directory of Open Access Journals (DOAJ).

Role VI: Other roles are to:

1. Provide individualised instruction:

Technology can be used to provide individualised instruction to students. For example, teachers can use online learning platforms to create personalised learning plans for each student.

- 2. Differentiate instruction:** Technology can be used to differentiate instruction for students of different levels. For example, teachers can use online quizzes and assessments to track student progress and adjust instruction accordingly.
- 3. Communicate with parents and students:** Technology can be used to communicate with parents and students about upcoming events, assignments, and grades. For example, teachers can use email, text messaging, and social media to stay in touch with students and parents.
- 4. Manage the classroom:** Technology can be used to manage the classroom and keep track of students' progress. For example, teachers can use online grade books, Google Forms, attendance tracking systems, and behaviour management systems to keep the classroom running smoothly.
- 5. Provide opportunities for authentic language practice:** Technology can be used to provide students with opportunities to practice their language skills in authentic contexts. For example, teachers can use video conferencing to connect with native speakers or use online chat rooms to allow students to interact with each other in the target language.

The New Trends in Language Pedagogy

Technology is fast evolving nowadays. Technology such as Virtual classrooms, video, augmented reality (AR), Artificial Intelligence (AI), robots, and other technology tools are changing the space from the ICT tools we are often used to. These new technology tools are not only making English language classes more lively, but they also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect

data on student performance. There are a number of emerging ICT tools that teachers can use in language teaching. These tools include:

1. **Virtual reality (VR):** VR can be used to create immersive experiences that allow students to learn about different cultures and languages in a realistic way. For example, students can use VR to visit a foreign country, take a virtual tour of a museum, or interact with native speakers. English language teachers can use VR to take students on a virtual field trip to England to help students learn about the English culture, history, and language.
2. **Augmented reality (AR):** AR can be used to overlay digital information in the real world, which can help students learn about new vocabulary and grammar concepts. For example, students can use AR to see the pronunciation of words, learn about the history of a language, or translate text from the English language to other languages. There are many apps leveraging on AR, such as Word Lens, which translates text from one language to another; Speakeasy, which helps students learn new vocabulary by displaying the definition, pronunciation, and example sentences for that word; Quiver Vision English Dictionary app allows students to look up words in an English dictionary using AR; AR Dictionary, a free and open-source dictionary app allows users to look up words in a variety of languages. AR can be an effective way to learn new vocabulary and grammar concepts. This is because AR allows students to see and hear the pronunciation of words and phrases.
3. **Artificial intelligence (AI):** AI can be used to create personalised learning experiences for students. For example, AI can be used to track student progress, provide feedback, and recommend resources. A teacher can use AI to create a personalised learning plan for each student. The AI can track student progress, provide feedback, and

recommend resources based on the student's individual needs. It also enables students to learn how words and phrases are used in context. Examples of AI-powered tools for English language pedagogy include Forvo, which allows users to listen to the pronunciation of words in a variety of languages; Google Translate, which pronounces words and translates them into the target language; and Duolingo uses AI to personalise the language learning experience for each user.

4. **Big data:** Big data could be used by teachers to improve language teaching and learning. By collecting and analysing large amounts of data on students' language learning behaviours and performance, teachers can gain insights into how students learn and what teaching methods are most effective. This information can then be used to improve teaching methods and provide personalised learning experiences for students. This information can then be used to improve teaching methods and provide personalised learning experiences for students.

Still, it's important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs.

CONCLUSION

Our findings revealed that with digitalisation, learners' and tutors' engagement is enhanced in the process of pedagogy of Language. Learners are more interested and are fully engaged in the positive use of social media. No aspect of language education cannot be taught with digitalisation. Obviously, ICT is demonstrating a positive role in the education industry. However, there are many opportunities and challenges that need to be addressed for the smooth functioning of various services that are to be implemented for its learners and other public provided through ICT. The major advantage of

ICT is that it creates opportunities for the design and delivery of language education. With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used to work with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers. In pedagogy, learning means increased access and flexibility along with the combination of work and education. It may also mean a more learner-centred approach, enrichment, higher quality and new ways of interaction. These are the advantages that the use of ICT has brought to language pedagogy. The increasing pace of information and communications technology has so affected every aspect of life that one needs to be well informed to be able to live effectively in the new age. Information technology should be incorporated in all spheres of language education at junior secondary school levels.

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