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ICT Psychomotor Teaching Strategy in Oral English Class in Akure, Nigeria

Babatunde I. Awe[a]; Thompson O. Ewata[b],*

[a]Ph.D, Department of English Studies, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria.
[b]Ph.D Department of Linguistics & Nigerian Languages, The University of Africa, Toru-Orua, Bayelsa State, Nigeria.
*Corresponding author.

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Abstract

Teaching oral English in an ESL environment is a complex exercise which requires appropriate instructional aids and methods, conducive learning environment, as well as, teacher competence. These requirements can be guaranteed by Information and Communication Technology (ICT). However, how much of ICT facilities are available and functional in secondary schools in an L2 situation in a developing country is an issue. The study examined the effects of ICT on students' academic performance in oral English in a quasi-experimental design involving experimental and control groups with 200 male and female students from four purposively sampled secondary schools in Akure North Local Government Area of Ondo State, Nigeria. Oral English Achievement Test (OEAT) was developed, validated and used for data collection administered as a pre-test: before the treatment and as post-test: after the treatment, for four-week duration. Three research questions were raised and three hypotheses were tested at α=0.05 level of significance. The data collected were computed using t- test statistics. Study revealed that there is no significant difference between the learning achievements of students in rural and urban schools taught oral English using either ICT tools or chalk and talk strategy. It also showed that using ICT tools as a psychomotor strategy for teaching and learning stimulates learning and promotes better understanding of oral English among secondary school students. The study recommended that ICT facilities be made available for the teaching and learning of oral English in secondary schools and that teachers should be adequately trained to effectively use the facilities.

Key words: Psychomotor strategy; Oral English; ICT; Achievement test; Quasi-experiment

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INTRODUCTION

It is indubitable that teaching and learning English in a second language environment, such as Nigeria, is a complex exercise as the structural patterns of the target language and the learners' and the teachers' first language are markedly different. The difference is so much pronounced in the phonological aspect of the two languages (Lado, 1957; Fatusin, 2007; Fromkin, Rodman and Hyams, 2011) as a result of phonological *fossilization:* – "(in second or foreign language learning) a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language" (Richards & Schmidt, 2013).

English is a second language in Nigeria. It is learnt in schools after the acquisition of the first language, by the time which habits have been formed and a lot of errors had become fossilized in the new language. This leads to the problem of interference which is a problem for teachers to surmount. The 21stcentury has witnessed the growth and application of technology, particularly, the Information and Communication Technology (hence, ICT), which is pervasive in every aspect of human endeavour in such a way that it has reduced the world to a global village. The use of ICT has become a critical part of the learning process in schools around the world (Basri, Alandejani &

Almadani, 2018) that governments, school administrators, parents and learners are investing greatly into it. Despite the benefits of the ICT, it is unfortunate that Nigeria has not fully embraced its use in our educational system.

Using the computer (part of the ICT infrastructure or facility) is a form of exploration of the psychomotor domain of learning which creates excitement and sustains interests in learning activities. It is a skilful departure from the traditional chalk and talk instructional strategy situated within the purview of cognitive learning which can be boring to the students and teachers. This makes Ewata (2020) say the idea of restricting learning to a formal physical structure or location with the teaching as the leader of the pact is no longer realistic. The present day learning does not restrict learning to the confines of a school or a physical location. According to Thomas and Brown (2011), learning "is not taking place in a classroom – at least not in today's classroom. Rather, it is happening all around us, everywhere, and it is powerful. We call this phenomenon the *new culture of learning*". The excitement that comes with hands-on feeling when students manipulate the computer and engage in independent learning enhances efficient learning. Manipulating the computer falls in the psychomotor domain of learning which entails doing, operating, and physical involvement. Simpson (1972) sees the psychomotor domain of learning as a focus towards the progression of mastery of a skill from observation to invention. It involves using sensory cues to guide physical activity. Using ICT is a physical activity which, in the earlier stage of use, involves imitation and trial and error before some level of proficiency is attained. Once students and their teachers are able to manipulate the ICT facilities, they are ready to perform and learn any complex task or concept with a minimum wasted effort and time which Simpson (1972) refers to as "complex overt response". With ICT tools in a language laboratory, students do not have totally depend on their teachers to act as models of correct pronunciation as they can manipulate the facilities and do some self-teaching in the laboratory.

STATEMENT OF THE PROBLEM

Since English is important to every aspects of our national, social and personal lives, it is surprising that very little is done to develop the language to an acceptable standard of usage. Scholars have decried this: "to say that the English of Nigerians is appalling is to state the obvious. This is so because over the years, attention has not been paid to the teaching of the speech sounds of English in schools..." (Iyiola, 2010, p.2). As second language speakers of English, native-like proficiency may be difficult to achieve, especially, in the phonological aspect (Fromkin, Rodman &Hyams). Bamisaye (2001, p.33) and Awe (2013, p.20) observe that the structural differences between the phonology of the L1 and L2 account for the pitfalls learners often encounter in oral English. There is no gainsaying the fact that both at the grammatical and at the phonological levels of language use we need acceptable level of competence for us to fit very well into the commonwealth of English language speakers in the world. This is why Ukwuegbu, Okoro, Idris, Okebukola, Owokade and Okebukola (2002, p.185) state that "beyond learning oral English for the purpose of passing your examination, you need it to be a better listener and communicator".

The study aims to achieve the following objectives:

• to examine if there is any difference in the pre-test and post-test performances of students before and after being taught oral English using either ICT tools or the traditional chalk and talk strategy;

• to examine if the use of ICT tools as a form of psychomotor domain of learning stimulates learning and promotes better understanding of oral English among secondary school students than the chalk and talk strategy;

• to examine if there is any difference in the learning achievements of students in rural and urban schools taught oral English using either ICT tools or the traditional chalk and talk strategy.

To realise these objectives, the study raised the following research questions:

• Is there a difference between the learning achievements of the post-test performance of the experimental group and the control group?

• Is there a difference between the learning achievements of the experimental group and the control group?

• Is there a difference between the learning achievements of students in rural and urban schools taught oral English using ICT tools or the traditional chalk and talk strategy?

Based on the study's objectives, the following null hypotheses were formulated to guide the outcome of this research:

$H_{01:}$ There is no significant difference between the pre-test performances of the experimental group (students exposed to ICT strategy of instruction in oral English) and the control group (students exposed to the traditional chalk and talk strategy).

$H_{02:}$ There is no significant difference between the learning achievements (post-test performances) of the experimental group (students exposed to ICT strategy of instruction in oral English) and the control group (students exposed to the traditional chalk and talk strategy).

$H_{03:}$ There is no significant difference between the learning achievements of students in rural and urban schools taught oral English using either ICT tools or chalk and talk strategy.

ICT AND THE DIGITAL CLASSROOM

Progressive thinking countries, institutions and organisations of the world have factored ICT into their

educational programmes action plans. The UNESCO particularly "guides international efforts to help countries understand the role such technology can play to accelerate progress toward Sustainable Development Goal 4 (https://en.unesco.org/themes/ict-education) that emphasises. "Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems" (https://www.un.org/sustainabledevelopment/education/) - a vision captured in the Qingdao Declaration, 2015: Seize Digital Opportunities, Lead Education Transformation.

Though, Nigeria is not left behind in this global drive towards the use of ICT, she has not come to the full realization of the potentials of the ICT. The best the Nigerian government has done is the formulation of policies, which unfortunately, are not backed up with strategic actions. The government, at the local, state and federal levels pay lip service to the need for integrating ICT into the country's educational system. This is evident in the reform policies in education as contained in the Federal Government policy document, National Policy on Computer Education (FME, 1988), which aimed at integrating the use of ICT in the Nigerian school system (Yusuf and Yusuf, 2009), without any tangible success. It must however be stressed that educational institutions at all levels of the country are making efforts towards actualising using ICT in the teaching and learning environments in the country

ICT, in its widest understanding, is the application of computer resources and other associated electronic devices to studying concepts, skills, processes and solving problems. The UNESCO (2019) stresses that "ICT can complement, enrich and transform education for the better". Some of the general ICT tools used in schools (for teaching and learning) include: desktops and laptops, projectors, digital cameras, printers, photocopiers, popplet, pen drive, Ipods, Ipads, webboards, scanners, microphones, interactive white board, DVDs and CDs, flash discs, video games (keynote.com); smartphone and tablet apps, Web 2.0 Apps– "the term means such internet applications which allow sharing and collaboration opportunities to people and help them to express themselves online". Some Web 2.0 Apps examples include: "hosted services (Google Maps),Web applications (Google Docs, Flickr), Video sharing sites (YouTube), wikis (MediaWiki), blogs (WordPress), social networking (Facebook), folksonomies (Delicious), Microblogging (Twitter), podcasting (Podcast Alley) & content hosting services and many more" (ZNetLive Blog, 2016).

With ICT, the conventional classroom has become a "learning space":

> The dedicated place (real or virtual), purposefully designed by the instructor, in which learners are invited to meet and engage in knowledge creation. Through its design and affordances, the instructor suggests and encourages learners to create their own unique learning environment for optimal learning. (Starr-Glass, 2016, p. 118).

Also, with the ICT introduction into learning and teaching, the concept of the classroom has both expanded and evolved; virtual space has taken its place alongside physical space (Brown, (2005) with emphasis on creating teaching spaces with prominence on flexibility, social space and information technology rich environments (Atkinson, 2013). Coupled with this development in IT and ICT that has been harnessed into education is a new generation of learners, the Net Generation of students – an entire generation of learners who have "grown up using computers and other networked devices". They are "are social and team oriented, comfortable with multitasking, and generally positive in their outlook, and have a hands-on, "let's build it" approach – all encouraged by the IT resources at their disposal (Brown, p. 12.2).

ICT has offered an alternative to the traditional teacher-centred classroom, and teachers have got to seize the opportunity to "remould the existing unitary teacher-centred pattern of language teaching by introducing a variety of new language tasks" (Xiong, Chen and Huang. 2011, p.42). It is in line with the introduction of ICT facilities to the classroom that Jolayemi (2013) stresses that:

> The dreary phonology class, with its esoteric symbols and technical rules that often lead to rote learning rather than note learning dissolves into a class of happiness. Coupled with techno-maniac tendency of our students, nowadays, the digitized classroom is now a haven for our active and restless students who desire explorations and innovations in the computers.

TEACHING AND LEARNING ORAL ENGLISH IN AN ESL ENVIRONMENT

Using ICT tools in language teaching is an integral part of language education. Oral English is a "science" aspect of language studies, the handling of which requires scientific approach for greater results. In the traditional classroom where oral English is taught without the ICT tools, the students exclusively depend on the teacher (who unfortunately has so many challenges to grapple with in the classroom) to multi-function as a facilitator as well as an efficient model of correct pronunciation. The teacher has their own problem of language interference, and lack of adequate exposure to global trend in teaching methodology. The above factor, coupled with the poor work conditions of the teacher and lack of teaching aids in the school do not encourage teachers to be at their best. Such a class without appropriate teaching aids is teacher-centred. Teaching oral English in Nigeria, an ESL environment, therefore, places a lot of tasks on the teacher. It is interesting to note that greater percentage of the 'the

Net Generation' (– "… the cohort of young people born since around 1982 who have grown up in an environment in which Information and Communications Technology (ICT) has become an integral part of daily life" (Sandars, and Morrison, 2007) students are more exposed to digital life than their teachers. A non-technologically inclined teacher is confronted with the challenge of responding appropriately to the needs of the 21st Century students who grew up with technology and that the technology has become a part of their lives.

Up to 70% schools in Nigerian rural communities, and even in the urban areas do not have ICT facilities (Oruje, 2014). Though some schools can at least, boast of some makeshift ICT centres, these are bedevilled with some challenges which most times force them to close down the ICT centres. Oruje (2014) identifies some of the challenges as: erratic power supply to the schools, lack of fund to buy generator or to fuel it if there is any. In addition, teachers are not competent or trained to effectively use the ICT facilities, security of the facilities cannot be guaranteed, as well as teachers' and system's wrong attitude to ICT use. All these boil down to the poor funding or meagre budgetary allocations to educational sector. Only students in some elite/private schools and the Federal Government Colleges have the opportunity of being taught oral English in some kind of digital classrooms. Incidentally, not up to 50 percent of the schools in this category have taken full advantage of the potentials of ICT (Oruje, 2014).

Looking critically at the teacher factor in the challenges of digital classrooms in Nigeria, Taiwo (2013, p.6) questions whether Nigerian teachers are "aware of the new technologies available for teaching these core levels of language" as well as whether apply "these new technologies in their teaching". Though the teacher is a major factor in recording some success in digital teaching and learning, we need to ask how competent, trained and motivated is the teacher? In his reaction to this, Jolayemi (p. 17) technology in language teaching says "to explore the greatness of the programme, this new teaching method has, no doubt, placed a lot of responsibilities on the shoulders of the teachers." For any professional teacher to keep up with the rapid pace of challenges and development, they must avail themselves of the opportunities offered by ICT which is sine-qua-non to present day life.

THEORETICAL CONSIDERATIONS

The theoretical framework for this study is social learning theory (Bandura and Walters (1963) which is a link between behaviourist and cognitive theories of learning. It involves attention, memory and motivation. Its core principle is that the best way learning can be achieved is by creating an opportunity for observation, imitation and modelling. It is a theory of learning predicated on the understanding that people learn new things by observing or paying attention to the crucial details of other people or model's behaviour (Abonyi, 2014, p. 43) which influences the concept of learning through modelling. Most human behaviour is learnt observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for actions (Bandura & Walters). Through the modelling process, attention of learners can need be sustained. This can only be achieved by creating interesting models that will catch learners' full attention. What is interesting to learners encourages their retention and reproduction of learnt behaviour. When understanding is achieved, learners feel motivated to learn more. Apart from the processes in modelling, Bandura & Walters observe that learners' mental states (intrinsic reinforcement) are also very important to learning. Intrinsic reinforcement is a form of external reward such as pride, satisfaction and sense of accomplishment (Abonyi, p.45).

Learning through computer creates some excitements that facilitates learners' positive interaction with their peers within or outside their locality which engenders better understanding. The use of modelling environment of the ICT allows learners to develop a very deep sense of satisfaction and fulfilment which leads to understanding of the concept being learnt (Jonassen, 2002). The environmental influences can be connected with what motivates learners in the learning environment. ICT facilities can be part of the environmental influences. The "social learning theory takes a look at learning as a form of human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences" (David, 2019). In an ICT facilitated language classroom, learning by doing leads to building self-efficacy. It begins with the teacher modelling the students using ICT facilities which excites the students and encourages them to learn. In the process of modelling them, guided participation of learners encourages them to learn in a group and on their own. With ICT facilities, self-teaching is possible.

METHODOLOGY

The study employed quasi-experimental pre-test, and post-test non-randomized research design. The experimental and control groups were used and the subjects were not randomized. Two schools were used as experimental group (one in urban area and one in rural area) and two schools were also used as control group (one in urban area and one in rural area). The population of the study comprised SS 1 students in Akure North Local Government Area of Ondo State. Stratified sampling techniques were used in selecting the needed samples which consisted of 50 students selected from each of the 4 sampled secondary schools in Akure North Local Government Area of

Ondo State. Oral English Achievement Test (OEAT) was developed, validated and used for data collection. The test which was 20 graded words to be pronounced by each of the students was based on the area covered in the teaching. Two strategies of instruction were used; the first one was the use of ICT tools in teaching oral English, while the other one was the traditional chalk and talk strategy of instruction. The students were taught all the sounds in the English language with a special focus on the unusual sound segments (i.e. sounds not found in their indigenous languages). At the beginning of the experiment, the students in both experimental and control groups were given the pre-test in oral English. After the pre-test, the oral English teachers, coordinated by one of the researchers, began the treatments in their respective schools. After three weeks of teaching, the post-test, which was the same 20 graded words earlier administered on both groups, was administered on them again. The scores obtained from the pre-test and post-test were compared and subjected to inferential statistics. The essence of comparing the pre-instruction and the post-instruction tests scores of the two experimental groups with the two control groups was to determine how well each of the groups understood oral English before teaching them with the different strategies, and the implication each strategy had on them afterwards. In order to examine if the location of the schools (rural or urban) has any implication on their performances in oral English, the scores of the two schools in the rural areas and the ones in the urban areas were statistically analysed. t-test statistic was used to test the three hypotheses at an alpha of 0.05 level of significance.

PRESENTATION AND ANALYSIS OF THE DATA

Hypothesis 1: There is no significant difference between the pre-test performance of the experimental group (students exposed to ICT strategy of instruction in oral English) and the control group (students exposed to the traditional chalk and talk strategy).

Table 1
***t*-test analysis of the pre-test performances of the experimental group and control group**

Groups	N	Mean	SD	Df	*t*(cal)	*t*(tab)	Decision
Experimental	102	26.23	4.964	198	1.57	1.98	NS
Control	98	27.53	4.584				

P<0.05 level of significance. NS = Not Significant

From Table 1 above, the mean performance of students in experimental group (students exposed to ICT strategy of instruction in oral English) for the pre-test is (26.23) which is less than the mean of the pre-test performance of students in the control group (27.53) with a marginal mean difference of (1.3). The measure of variability (standard deviation) has a difference of (0.38). The t-test analysis shows that the calculated value (1.57) was less than the critical value (1.98) at 0.05 level of significance. This implies that there was no significant difference between the pre-test performance of the experimental group (students exposed to ICT strategy of instruction in oral English) and the control group (students exposed to the traditional chalk and talk strategy). Hence, the null hypothesis was upheld. By implication, all the students in both experimental group and control group were in the same cognitive level before the treatment was applied. This further lends credence to the unbiased nature of the study.

Hypothesis 2: There is no significant difference between the learning achievements (post-test performances) of the experimental group and the control group.

Table 2
***t*-test analysis of the learning achievements (post-test performances) of the experimental and control groups**

Group	N	Mean	SD	Df	t(cal)	t(tab)	Decision
Experimental	102	29.07	4.584	198	3.17	1.98	S
Control	98	26.53	6.796				

P<0.05 level of significance. S = Significant

From Table 2 above, the post-test mean performance (29.07) of students in the experimental group (students exposed to ICT strategy of instruction in oral English) is higher than the post-test mean performance (26.53) of students in the control group with a mean difference of 2.54. The measure of variability (standard deviation) has a difference of 2.21. The t-test analysis shows that the calculated value (3.17) was higher than the critical value (1.98) at 0.05 level of significance. This implies that there was significant difference between the post-test performance of the experimental group and the control group. Hence, the null hypothesis was not upheld.

Hypothesis 3: There is no significant difference between the learning achievements of students in rural and urban schools taught oral English using either ICT tools or chalk and talk strategy.

Table 3
***t*-test analysis of difference between the learning achievements of students exposed to the different teaching strategies in oral English in the rural and urban schools.**

Location	N	Mean	SD	Df	*t*(cal)	*t*(tab)	Decision
Urban	100	25.28	5.005	198	1.46	1.98	NS
Rural	100	29.99	4.955				

P<0.05 level of significance NS = Not Significant

From Table 3 above, the mean performance of students in urban location within Akure North Local Government Area of Ondo State is (25.28) which is less than the mean performance (29.99) of students in rural locations with a mean difference of (4.71). The measure of variability (standard deviation) has a difference of (0.05) which is very marginal. The t-test analysis shows that the calculated value (1.46) is less than the critical value (1.98) at 0.05 level of significance. This implies that there is no significant difference between the performances of students exposed to the different teaching strategies in the rural and urban schools in oral English. Hence, the null hypothesis is upheld. By implication, this means that location of schools does not influence the performance of students when they are being exposed to ICT and chalk and talk method.

DISCUSSION

This study reveals, on the basis of data collected and analysed, that ICT is an effective form of psychomotor strategy of teaching and learning oral English, therefore, it is the way to go. This is resonated in the World Bank study (2003) which comes up with the position that "ICT can enhance learning by doing, and increase the information available to learners". This view is also upheld by Alkamel and Chouthaiwale (2018; p.80) who hold that ICT provides positive vibration on students' attitude towards learning a language.

Table 1 which shows the pre-test performances of the experimental and control groups clearly reveals that both groups of students were on almost the same cognitive level in oral English before the teaching commenced. The implication of this is that the impact of the different strategies of teaching could be clearly seen as not connected with the level of the understanding of the students in oral English before the treatment.

In Table 2, the analysis of the post-test scores, however, shows a significant difference between the two groups in favour of the experimental group. The mean of students' performance (29.07) in experimental group was higher than the mean of students' performance (26.53) in control group. By implication, it was quite obvious that exposure of students in experimental group to ICT teaching strategy gave them an edge over their counterparts in the control group who were taught with the traditional chalk and talk strategy.

This study is in agreement with Xiong, Chen and Huang (2011) who confirm the fact that ICT has offered an alternative to the traditional teacher-centred classroom. It also supports the assertion of Jolayemi (2013) that:

> The dreary phonology class, with its esoteric symbols and technical rules that often lead to rote learning rather than note learning dissolves into a class of happiness. Coupled with techno-maniac tendency of our students, nowadays, the digitized classroom is now a haven for our active and restless students who desire explorations and innovations in the computers.

In Table 3, the t-test analysis shows that the calculated value (1.46) is less than the critical value (1.98) at 0.05 level of significance. This implies that there is no significant difference between the performances of students exposed to the different teaching strategies in the rural and urban schools in oral English. This means that the location of schools do not influence the performance of students when they are exposed to ICT and chalk and talk method of teaching. This shows that irrespective of the teaching strategies students in both rural and urban schools in Akure North Local Government Area of Ondo State are exposed to, there is homogeneity in their performances. This is in line with the earlier findings studies: Ajayi (1999) and Yusuf and Adigun (2010) that location of a school is not one of the factors that can influence the learning achievements of students. Zimmerman (2000) also claims that students' academic performance does not, in any way, depend on location of the school, but on a number of inter-related factors such as school funding, school monitoring and supervision, motivation of teachers, teaching methodology and learning facilities or materials available.

SUMMARY OF FINDINGS

The study examined if the use of ICT tools as a form of psychomotor domain of learning stimulates learning and promotes better understanding of oral English among secondary school students than the chalk and talk strategy. It also sought to compare the differences in the learning achievements of students exposed to ICT strategy of instruction in oral English and the students taught oral English using the traditional chalk and talk strategy in rural and urban areas. The sample for the study comprised of 200 SS 1 students from 4 sampled secondary schools in Akure North Local Government Area of Ondo State. Achievement test centred on ICT as tools in teaching oral English and the traditional chalk and talk strategy of instruction was used to collect data for the study.

The inferential analysis of the data collected from the pre-test scores shows that the performance of students in experimental group and the control group was on the same cognitive level in oral English. This indicates that there was no bias before the treatment. It was shown that there was significant difference between the learning achievements of the students exposed to ICT strategy of instruction in oral English and the traditional chalk and talk strategy. That is, the experimental group performs better in the achievement/ post-test than the control group. The t-test statistical analysis further revealed that there was no significant difference between the performances of students in the rural and urban schools in oral English taught with similar strategies. This implies that the location of school (whether in the rural area or urban area) does not have any significant implication on the students' performance in oral English achievement test, though, the instructional materials available and strategies deployed by the teacher matter.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

One fundamental question this study has answered is whether the use of ICT tools facilitates effective teaching and learning of oral English in Nigeria, an ESL environment or not. The answer is yes. Second, the study has also revealed that the location of a school (whether in the rural or urban area) does not have any serious implication on the students' effective learning of oral English using ICT strategy of instruction. It has been established here, from both theoretical and empirical standpoints that integrating ICT tools into teaching and learning of oral English is the way to go as it is in line with global best practices. This is because it stimulates and sustains students' interests in classroom activities, and facilitates better understanding. It must be emphasised that the underlined intention of Xiong, Chen and Huang (2011) in the statement "teachers have to remould the existing unitary teacher-centred pattern of language teaching by introducing a variety of new language tasks" is that we cannot continue to do the same thing the same way all the time and expect to have a different result. There is a necessity for paradigm shift predicated upon needs assessment and target. Jolayemi (1999, p.121) suggests that "speech training must not leave the students to fumble their way through". In line with the call for a paradigm shift in teaching methodology, schools should take full advantage of the ICT facilities. All the challenges confronting the use of ICT in teaching oral English earlier enumerated should be urgently and critically looked into. More importantly, governments at all levels in Nigeria should improve on the poor budgetary allocations to the education sector and should ensure that the English language teachers are well trained to handle the proposed oral English digital classroom.

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