

INTERNATIONALIZATION OF EDUCATION: THE USE OF ICT IN ENGLISH LANGUAGE PEDAGOGY, CHALLENGES AND PROSPECT

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Abstract

The impact of information and communication technology (ICT) on language learning has been acknowledged globally such that the use of ICT in language learning has become indispensable in today's teaching and learning environment. English being the language of international communications is widely spoken all over the world. There is the urgent need for advanced studies and for running first class business at international level, so is the key to international success. This paper examines the use of ICT for teaching and learning English, the challenges and prospects faced by the teachers and students in using ICT for learning English. Recommendations were proffered on the way forward.

Keywords: ICT, pedagogy, internationalization, education.

Tertiary institutions have always had some international dimension, either in the concept of universal knowledge and related research, or in the movement of students and scholars.

Indeed, Altbach(2011) identifies the university as the one institution that has always been global. However, the international dimension of higher education has changed dramatically over the centuries into the forms, dimensions and approaches that we see today. These range from the mobility of and competition for students, teachers and scholars; export of academic systems and cultures; research cooperation; knowledge transfer and capacity building; student and staff exchange; internationalisation of the curriculum and of learning outcomes; and cross-border delivery of programmes, projects and institutions; to virtual mobility, digital learning and collaborative online international learning. De Wit & Merckx (2012). What we now term 'internationalisation of higher education' is a phenomenon that has emerged over the last 25 years or so, but its roots lie in several manifestations of increased international orientation from the previous centuries, in particular in the period from the end of the Second World War to the end of the Cold War.

Many publications on the internationalisation of higher education refer back to the Middle Ages and the Renaissance period, when, in addition to religious pilgrims, university students and professors, 'pilgrims or travellers (*peregrini*) of another kind were also a familiar sight on the roads of Europe. Their pilgrimage (*peregrination*) was not to Christ's or a saint's tomb, but to a university city where they hoped to find learning, friends, and leisure'. This description of the impact of student and scholar mobility on universities and society at that time reminds us of many of the arguments that are evoked to promote mobility today: the use of a common language, recognition of qualifications and the broadening of experiences and views. One expression is the gradual growth of the English language as the common academic language today, resembling the role of Latin, and in a later period also French, albeit more moderately.' Though, only a superficial resemblance and reference between

the two periods is possible because of the very different social, cultural, political and economic circumstances.

However, in the 20th century, and in particular between the two World Wars, there was an increased focus on international cooperation and exchange in higher education. The creation of the Institute of International Education (IIE) in 1919 in the United States, the Deutscher Akademischer Austauschdienst (DAAD) in Germany in 1925, and the British Council in the UK in 1934, are illustrations of this development, with a strong focus on stimulating peace and mutual understanding under the umbrella of the League of Nations.

The most commonly accepted definition of internationalisation is 'the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education' Knight (2008). However, there is also increasing acknowledgement of the complexity of the concept and its relationship to globalisation and regionalisation, and the role of higher education in those two processes Scott (1998), Teachler (2004), Altbach, Reisberg and Rumbley, (2009); Maringe and Foskett, (2010). Internationalisation has become a broad umbrella term that covers many dimensions, components, approaches and activities. It includes credit and degree mobility for students, academic exchange and the search for global talent, curriculum development and learning outcomes, franchise operations and branch campuses, for both cooperation and competition.

Knight (2008) commonly accepted working definition for internationalisation as 'the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.

This definition reflects the increased awareness that internationalisation has become more inclusive and less elitist by not focusing predominantly on mobility but more on the curriculum and learning outcomes. The 'abroad' component (mobility) needs to become an integral part of the internationalised curriculum to ensure internationalisation for all, not only the mobile minority. It re-emphasises that internationalisation is not a goal in itself, but a means to enhance quality, and that it should not focus solely on economic rationales.

Most national strategies, including in Europe, are still predominantly focused on mobility, short-term and/or long-term economic gains, recruitment and/or training of talented students and scholars, and international reputation and visibility. This implies that far greater efforts are still needed to incorporate these approaches into more comprehensive strategies, in which internationalisation of the curriculum and learning outcomes, as a means to enhance the quality of education and research, receive more attention. The inclusion of 'internationalisation at home' as a third pillar in the internationalisation strategy of the European Commission, *European Higher Education in the World*, as well as in several national strategies, is a good starting point, but it will require more concrete actions at the European, national and, in particular, the institutional level for it to become reality.

A recent revisiting of the term has led to a revised definition of Internationalisation of education (IoE) as 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' Beelen and Jones, (2015). In referring to domestic learning environments' Beelen and Jones (2015) stress that the activities can extend beyond the classroom and the campus into the local community. They also point out that while IoE can benefit from the presence of international students and offer an opportunity for

their integration, it can also take place with only local students, who may bring their own diverse backgrounds to the learning experience.

Developing and assessing intercultural and international competences is an essential part of IoE and one that is increasingly being recognised by higher education, although there is still much to be done in defining how these competences can or should be developed and assessed Deardorff and van Gaalen, (2012). A purposeful integration of the international and intercultural dimension requires 'the articulation and assessment of internationalised learning outcomes within the specific context of a discipline

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Global citizenship is a term that is used increasingly in a curriculum-orientated approach to internationalisation that sees the principal outcome of international education as educating graduates able to live and work in a global society Deardorff and Jones(2012). It has become the focus of much research in recent years, and various understandings of the term have emerged. Living and working in a global society implies both social and professional aspects and while the original focus was on the social aspect, it is employability that is moving to the forefront in a shift from 'knowledge, understanding and action' to 'knowledge, skills and economic competitiveness'(Ashwill and Oanh 2009).

Killick argues that 'much of the literature on global citizenship is concerned with those capabilities which such a person should exhibit – the knowledge they should hold, the skills they should possess and the ethics they should espouse and in many cases, the acts they should perform' instead of 'the global citizen as a way of being-in-the-world which requires primarily a sense of how I am among those with whom I share the planet – my sense of self-in-the-world, and a set of capabilities which then enable me to act-in-the-world' (Killick,2013).

There are those who claim that global citizenship is a concept that sits uncomfortably in capitalist societies and requires a rethinking of the purpose of higher education (Clifford and Montgomery,2014) or that there should be an additional focus on peace building (Chao,2014). While it is a complex and contested concept, the three key dimensions that tend to emerge are social responsibility, global competence and civic engagement (Morais and Ogden,2011).

In the broad definition of what internationalisation is, or should be, there are two key components in the internationalisation policies and programmes of higher education that are constantly evolving and becoming increasingly intertwined Knight (2008).

One is internationalisation abroad, understood as all forms of education across borders: mobility of people, projects, programmes and providers. The other is internationalisation at home, which is more curriculum-orientated and focuses on activities that develop international or global understanding and intercultural skills. However, internationalization abroad can also be curriculum-related and develop international or global understanding and intercultural skills, so there are limits to such a distinction.

There are other researchers and commentators who have discussed the division between cooperation and competition Van der Wende (2001), between institutional and student focused internationalisation Coelen,(2013)), between the internationalization ideologies of 'instrumentalism', 'idealism' and 'educationalism' Stier (2010), between intercultural, international and global competences and between 'internationalisation of the curriculum' and 'internationalisation at home' (Beelen,2007) Internationalisation of higher education is a relatively new phenomenon but, as a concept, it is one that is both broad and varied. Over the last 30 years, the European programmes for research and education, in particular the ERASMUS programme but also research programmes like the Marie Curie Fellowships, have been the motor for a broader and more strategic approach to internationalisation in higher education in Europe and have been an example for institutions, nations and regions in other parts of the world. The internationalisation of higher education has been influenced by the globalisation of our economies and societies and the increased importance of knowledge. It is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic rationales. These motives take different forms and dimensions in the different regions and countries, and in institutions and their programmes.

A study of the internationalisation of higher education must take into account a broad range of diverse factors. It has to identify and analyse the global, regional, national and institutional commonalities and differences in the development of internationalisation if it is to understand, influence and support the process of internationalisation in higher education. However, common goals and objectives can also be observed, such as the increased importance of reputation (often symbolised by rankings), visibility and competitiveness; the competition for talented students and scholars; short-term and/or long-term economic gains; demographic considerations; and the focus on employability and social engagement.

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Oxford living dictionary defined pedagogy as the method and practice of teaching, especially as an academic subject or theoretical concept.

English language teaching has undergone tremendous changes over the years, especially the last ten years. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, Information Communication Technology (ICT) literacy etc. The need for reasonable graduates to merge successfully in the tough competition of survival in the global market is in great demand. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change.

The rapid growth and improvement in Information Communication Technology (ICT) has led to the diffusion of technology in education. It is believed that ICT would bring many advantages to the students if it is used under the right circumstances. Although ICT offers more advantages and flexibility, this type of learning environment may not be conducive for all learners.

Be that as it may, the time has come for teachers and learners of English to realize the fundamental role of information and communication technology not only in the area of language teaching and learning but also in the global economy where the proficient use of English is fast assuming the indispensable tool for growth and development. It has therefore become expedient to note that the effective teaching and learning of English has gone beyond the stereotypical regimented/tradition of mere classroom teaching because of the emergence of various gadgets in information and communication technology.

Neil cited in Melor and Chua (2009) is of the view that, ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative tasks more efficiently (Selwyn, 2003). In other words, Information Communication Technology in education has made it possible for students, teachers, specialists and researchers to collaborate with each other in diverse ways. ICT has many beneficial uses in education. For example, it is a powerful tool in presenting or representing information in many different ways. It can be presented through different forms such as texts, pictures, tables, graphs and even multimedia which can make the class more interesting and lively.

Besides, ICT can also play various instructional roles such as make the learners feel more relaxed to learn the various topics and tasks, and also make the learners active, because they learn by applying the technology to a task rather than by being directly "instructed" by the technology (Grabe & Grabe, 2005). ICT also has the potential to become communication tools, such as emails, chat groups, discussion groups, pals' clubs and others to conduct activities which require collaboration (Krajka, 2002). ICT can be used in facilitating various forms for online conferencing and create virtual discussions with friends or teachers online. This online conference enables teachers or students to share information with their peers or friends who are staying far apart across oceans. This provides a wide opportunity for students to increase their usage of the language.

English being the language of international communications is widely spoken all over the world. It is the urgent need of the day for advanced studies and for running first class business at international level, so is the key to international success. With a view to keep pace with the enhancement of its status in our educational institutions, today we are resolute to embark on a strategic plan of mass education in English language as is the dire need of the age. While advancing towards its adequate acquirement, not only quantity but quality should be taken into considerable account, rather both the elements should go hand in hand. To seek solutions to our countless problems, we require outstanding and talented leaders in the sphere of English language Teaching to cope with the increasing challenge of quality in the Teaching of

English for quality is the essence of every success and achievement. Quality is vital to acquire remarkable status in every walk of life. Nevertheless, ICT can also provide lessons for learners to learn grammar and vocabulary at their own pace as a self-study activity. There are a number of free websites that provide such an opportunity to learners. Learners may practice grammatical structures, improve their listening and reading comprehension, and also build up their vocabulary from the websites. Seeing the advantages ICT provides, the aim of this paper is to examine the use of ICT for teaching and learning English among students in tertiary institutions.

Prospects on the Use of ICT in English Language Pedagogy

The future is always uncertain when anticipating methodological directions in second language teaching, although applied linguistic journals assume the carrying on and refinement of current trends within a communicative approach. They are linked to present concerns on education, and they reflect current trends of language curriculum development at the level of cognitive strategies, literature, grammar, phonetics or technological innovative methods. The Internet Age anticipates the development of teaching and learning in instructional settings by means of an on-line collaboration system, perhaps via on-line computer networks or other technological resources.

A critical question for language educators is about what content and "how much content" best supports language learning. The goal is to best match learner needs and interests and to promote optimal development of second language competence. The natural content for language educators is literature and language itself, and we are beginning to see a resurgence of use of ICT in the teaching and learning process.

Many arguments have been advanced on the impact of information and communication technology (ICT) on the teaching and learning of language. Morse cited in Olumuyiwa and Olusakin (2012) opine that while some are of the opinion that it would make students smarter and enhance the teaching and learning of language, others posited that there is no certainty about its possibilities because many educators are not yet familiar with the technology to use and how to apply it in the teaching-learning process. We cannot agree less.

For instance, there has been a great deal of debates in the past few decades on the pedagogical worth of computers in the classroom. While some researchers have suggested that technology often remains antiquated, limited to the simple writing assignments and browsing the internet, others have suggested that this has been due in part, to educators' limited knowledge of the role played by communication technology in language instruction, a situation which shows that the use of computer is only a medium in which a variety of methods, approaches and pedagogical philosophies are implemented.

Apart from being a language of global unification, English is also seen as a veritable tool for learning, business and interactional purposes, among other functions. In view of its relevance, English is not only the mother tongue in Britain but also the mother tongue of several other countries like Canada, the United States of America, New Zealand, to mention just a few. It is also used as a second and a foreign language (EFL) in many countries like Nigeria, Ghana and many other developing countries. This implies that the use of ICT in language education has its prospects and challenges.

Information and communication technology (ICT) is of immense help in virtually all areas of teaching and learning. In the field of language education, there is now so much emphasis on on-line learning, which in the words of Schrum cited in Olumuyiwa and Etusakin(2012) has been seen as the great liberator by freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet.

Other prospects of ICT in language can be summarized as expanding access to language programmes, improving the quality of teaching and learning, providing access to current/ up-to-date materials and offering teachers and learners an avalanche of materials in different modes.

Specifically, the United Nations Economic Commission for Africa in its report, Olumuyiwa and Olusakin (2012) stated amongst others that: English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to

learn. The use of ICTs enhances English Language competence as well as the quality of learners' experience. The effective use of ICTs removes the time and space limitations found in traditional teaching, as classroom dialogue can now extend beyond the time and space constraints.

- It allows students to learn more autonomously and thereby raises self-esteem and confidence.

- It enhances learners' interaction, verbalization and involvement in group collaborative learning.

It is pertinent to note that television with its array of foreign channels, as provided by DSTV and other cable channels can be of tremendous help in language acquisition. Information and communication technology helps the students to perform better in language learning than with regimented traditional classroom teaching. Online learning has the potentials to offer anyone with an internet connection access to a wide expanse but inexpensive education just as e-learning and computer allow schools to deliver classes to students anywhere in the world Educause,(2010).

Constraints of the Use of ICT in Language Education

Suffice it to state that the internet and other forms of information and communication technology are of immense benefit to the education system is incontrovertible. The internet is repository of enormous content but it also contains an equal amount of junk and obscene sites which, if not regulated and censored before students are allowed to work on it, can lead to all forms of moral decadence, especially among teenagers and youths. The teachers are not totally immune from the obscene sites. The success or failure of a teaching – learning situation in language acquisition rests to a large extent on the teacher. However, it has been discovered that many teachers are yet to upgrade or familiarize themselves with ICT and its application in the classroom setting .

Considering the above notion, it can be inferred that the integration of ICTs in language education is still being faced by the general apathy on the part of both the learners and the teachers.

In addition, paucity of funds and perhaps corruption can be seen as great impediments to the viability and sustainability of the use of ICTs in English Language teaching and learning process not only in Nigeria but also in some other developing countries.

Furthermore, the United Nations Economic Commission for Africa (UNECA) (2000) has identified the following as major constraints to the use of ICTs in language education:

- *Electricity, internet facilities etc. are either unreliable or expensive.*
- *Video recorders and other ICTs are locked in storage closets because only few teachers know how to operate and incorporate them into their instructional programmes.*
- *ICT trained teachers often quit teaching for more lucrative jobs because teaching is not attractive especially in Nigeria.*
- *Poor maintenance of the existing ICT gadgets (where provided) is a debilitating factor against the use of ICT in language education.*
- *There are ill-equipped language and computer laboratories in virtually all schools in Nigeria. Large or overcrowded classes may interfere with the objectives of the use of ICT*

Summing up, we can say that the future of internationalization of education in Africa looks potentially bright, but its further positive development and impact will only take place if the various stakeholders and participants maintain an open dialogue about rationales, benefits, means, opportunities and obstacles in this ongoing process of change. We cannot ignore the fact that Internationalization of education is also being challenged by increasingly profound social, economic

and cultural issues, such as the financial crisis, unfavourable demographic trends, immigration and ethnic and religious tensions. While these challenges represent a threat, they also raise our awareness of the importance of internationalization of education in developing a meaningful response.

The Way Forward

The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Wilkins, cited in Parab(2015), calls it a synthetic in which different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. The autocratic or the authoritative role of the teacher which pertains to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to understand the current trends and evaluative methods of the ELT through the use of ICT.

However, many students still lack awareness on the use of ICT resources to help them especially in learning English. Therefore, it is crucial for the teachers in school to encourage and guide the students to use ICT (internet) tools and provide the students with some suggestion of websites available which is useful for enhancing students' language development. Before the teachers are able to guide the students, the teachers must at first acquire the technology skills so he or she will be able to guide the students successfully. This can be done by the Ministry of education through organizing computer courses to upgrade the teacher with the technology skills. Most importantly, the students must change their attitudes towards the use of ICT in learning before they can successfully learn from the ICT tools.

In any teaching-learning situation, learners can respond at ease for communicative mode of teaching. According to Madhavi cited in Olumuyiwa (2015) communicative method for learning languages combines extensively, high-quality content with flexible and interactive multimedia technology. This comprehensive language learning method can act as a total solution for self-teaching, as well as teaching support to formal courses. Through a wide range of activities, a variety of skills could be developed in a learner. A learner needs to communicate in oral and written comprehension, as well as oral and written expression. In order to achieve those stated objectives, Madhavi (2010) identified three possible learning modes as:

- The Guided Mode: this offers a step-by-step course. When organized into learning paths, this mode focuses on the acquisition of functional language patterns across a broad spectrum of themes. In this mode, a learner at the Junior Secondary School (JSS) level in Nigeria or lower intermediate level in some other countries can learn pronunciation, grammar, functions of words and vocabulary by applying the rules.

- The Free-to-roam: this gives a learner the option of learning by topic or by linguistic skill. This mode is particularly useful for learners who are at the senior secondary school (SSS) in Nigeria or intermediate level of learning and also for teachers who want to familiarize themselves with the content available to them.

- The dynamic mode: here, the advanced learners can immediately be immersed in an authentic learning context through the various dialogues and videos which illustrate every day and professional life and line with current pedagogical trends, familiarize learners with the voicing of the language using recordings made by native speakers. Closely related to the communicative/learning modes is the use of language laboratory which can be used to enhance language teaching and learning

processes through teacher's console with language learning software. This serves as a platform for learning, practising and producing language of teaching. The functional use of language laboratory according to Olumuyiwa (2012) is attributed to the following objectives:

- To maintain good linguistic competence through accuracy in grammar, pronunciation and vocabulary.

- To develop pragmatic competence, to understand the grammar form, function and state of normality.

- To enrich the discourse competence, to prepare the learner to be able to produce contextualized written text and speech.

- To acquire strategic competence to use both spoken and written language to use in a wide range of communicating strategies. In teaching phonetics for example, the sound of English language can be written down using the International Phonetic Alphabet (IPA) for adequate exercises. The use of minimal pair perception exercises (seat—sit, pool---pull, sheep – ship, ten – then, bird – board, shout tout,) helps learners learn the sound of English. This can also be well practised on pronunciation exercises with the help of software or by using CDs in language laboratory.

The internet in particular has become an 'academic pool' where people can learn, share and collaborate in ways not possible many years before now. A great deal of success however comes from preparing students to interact and learn in this internet age. Therefore, if ICT is used in the teaching and learning of language, our renewed progressive approach to the teaching and learning of English will go a long way in making ICT a more rewarding partner in the teaching-learning process.

In the light of the foregoing, the writers recommended that teachers should upgrade and familiarize themselves in the use and application of ICT facilities in the acquisition of language education.

Conclusion

Any study on Internalisation of education (tertiary) has to take into account the broad diversity, and identify and analyse the global, regional, national and institutional commonalities and differences in the development of internationalisation if it is to understand, influence and support the process of internationalisation in higher education. It is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic rationales that will take on different forms and dimensions both in the different regions and countries, and in the institutions and their programmes. As Frolich and Veiga (2005) point out, internationalisation in higher education, like higher education itself, although increasingly influenced by and acting in a globalised context, is still predominantly defined by regional, national and institutional laws and regulations, cultures and structures. There is not one universally applicable model. Regional and national differences are varied and constantly evolving and the same is true within the institutions themselves (public/private, research/applied sciences, comprehensive/specialised, etc.) However, 'as the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose' (de Wit,2002), and this has led to many myths and misconceptions Knight(2011) concerning Internalisation of education. Indeed, de Wit (2013) and others have highlighted the fundamental point that internationalisation should not be seen as an end in itself but rather as a means to enhance the quality of teaching, research and the service role of higher education to society.

It is important to note that majority of the students' perceived positive attitudes towards the use of ICT. However, students claimed they faced certain circumstances such as lack of English

proficiency and lack of training on ICT. If there is one truism that has emerged in the relatively brief history of ICT use in education, it is this: It is not the technology but how you use it! Put another way: “How you use technology is more important than if you use it at all...[and] unless our thinking about schooling changes along with the continuing expansion of [ICTs] in the classroom then our technology investment will fail to live up to its potential.” (Jones,2010).

Technology then should not drive education; rather, educational goals and needs, and careful economics, must drive technology use. Only in this way can, educational institutions in developing countries like Nigeria, effectively and equitably address the key needs of the population, to help the population as a whole respond to new challenges and opportunities created by an increasingly global economy. ICTs, therefore, cannot by themselves resolve educational problems in the developing world, as such problems are rooted in well entrenched issues of poverty, social inequality, and uneven development. What ICTs as educational tools can do, if they are used prudently, is enable developing countries to expand access to and raise the quality of education. Prudence requires careful consideration of the interacting issues that underpin ICT use in the school—policy and politics, infrastructure development, human capacity, language and content, culture, equity, cost, and not the least, curriculum and pedagogy.

Whether provided by in-school staff or external service providers, or both, technical support specialists are essential to the continued viability of ICT use in a given school. While the technical support requirements of an institution depend ultimately on what and how technology is deployed and used, general competencies that are required would be in the installation, operation, and maintenance of technical equipment (including software), network administration, and network security. Without on-site technical support, much time and money may be lost due to technical breakdowns. Attempts to enhance and reform education through ICTs require clear and specific objectives, guidelines and time-bound targets, the mobilization of required resources, and the political commitment at all levels to see the initiative through.

Teacher anxiety has over being replaced by technology or losing their authority in the classroom as the learning process becomes more learner-centered—an acknowledged barrier to ICT adoption—can be alleviated only if teachers have a keen understanding and appreciation of their changing role. In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills. The internet in particular has become a conduit where people can learn, share and collaborate in ways not possible many years before now. A great deal of success however comes from preparing students to interact and learn in this internet age. Therefore, if ICT is integrated into the teaching and learning of language, our renewed approach to the teaching and learning of English will go a long way in making ICT a more rewarding partner in the teaching-learning process. In order to facilitate the use of ICT in language learning, the following will enhance the process:

Constant/regular supply of electricity

Provision of computers in schools for learners and laptops for teachers of English language.

Recruitment of an adequate remuneration of competent instructors.

Regular computer training and re-training for teachers.

Provision of effective and high speed internet facilities in schools.

Recommendation

In the light of the foregoing, it is recommended that teachers should upgrade and familiarize themselves with the use and application of ICT facilities in the acquisition of language education. The commitment and enthusiasm to the teaching and learning of English through the effective use of ICT should be of utmost importance not only to the curriculum planners and education policy makers but also the teachers and the learners of English.

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