English Research in Nigeria: Effects and Challenges

Martina Chioma Uche
Department of English Language and Literature
Nnamdi Azikiwe University, Awka
Email: mc.uche@unizik.edu.ng

Abstract
Change is inevitable. It is the law of nature. There are a number of educational options available before the present generation learners. In English language, new trends have emerged. Based on this, there has been awareness on the need to allow inclusion of such trends in the learning of English in our schools. Therefore, this article is focused on new trends in English research in Nigeria: Effects and Challenges. The article adopted a conceptual study method and was guided by three objectives, which sought to know the new trends in English research, the effects and challenges of these new trends to the learners. The paper made use of Dell Hymes (1966) communicative competence theory and Communication Accommodation Theory which was developed by Howard Giles in (1971). The article established that there are new trends in English research in Nigeria; consequently, the new trends in English research had its effects and challenges. It was recommended that, among other things learners should be allowed to participate in workshops, seminars where these new trends are taught. In the same vein, they should try to search online for important new trends that could help them in developing their English studies so that they can improve on their own and to adapt to the new trends.
Keywords: New trends, English, Research, Nigeria

Introduction
Language is virtually an institution that is capable of transference. It is used to communicate our ideas, feelings, sentiments, and idiosyncrasies to others through articulate speech. Language according to Cook (1977) is "a human phenomenon which cannot be sub classified so neatly as the natural phenomenon of the scientist. The facts of language include its sound, forms and syntactic agreement. From these facts, we formulate general rules which describe how a specific language is actually used. In language and usually in the field of English, scholars are primarily interested in effective written or spoken communication, the literary critic also makes value judgments about the worth and effectiveness of the language. All these combine to show that language is a vehicle that helps in our day to day activities.

Language is central to how we deal with other people, and the "way we use language says a lot about us" (O'Grady and Archibald, 2009). In all our dealings with other people, we use language. They surmise that "language is at the heart of all things human". We use language when we are talking, thinking, reading and listening; it is part of the social structure of our communities" (2009). Language defines us. This means that human beings cannot do without language. Similarly, Crystal defines language as "the concrete act of speaking, writing or signing in a given situation" (2008). This means that when we speak, write and sign, language is involved. Furthermore, Fromkin, Rodman and Hyams define language as:

> Whatever else people do when they play, fight, interact. We live in a world of language. We talk to our friends, our associates, our wives, husbands, our lovers, our teachers, our parents, our rivals and even our enemies. We talk to bus drivers and total strangers. We talk face to face and over the telephone, and everyone responds with more talk. Television and radio further swells this torrent of words. Hardly a moment of our walking lives is free from words (2007).

This explains that human beings cannot do without the use of language. It performs a variety of functions to man and it is inevitable in every aspect of man's social life.
English is a West Germanic language of the Indo-European language family originally spoken by the inhabitants of early medieval England. In 2006, Native speakers were 360-400 million, L2 speakers 750

million, those who use it as a foreign language 600-700 million. Early forms of English are old English (400-1100 AD), Middle English (1100-1500 AD), and Modern English (1500 AD till date). English is arguably the archetypal humanities subject in the Anglophone world, steeping its students in the English language forum (www.timeshieghereducation.com). It is used in many varieties throughout the world. This made it a global language.

Nigeria is a multilingual nation and was colonized by Britain. They left "a legacy of its language "English" after independence" (Ilechukwu, 2015). Since then, English has been adopted as the official language of communication in the country. It is the language of education, administration, the mass media, commerce, law courts, language of the home of almost all the elites, formal and informal interactions, and market transactions. Oyetabe (2001) submits, "all edicts, laws, government policy, tax forms and all those things crucial to the life of every Nigerian citizen are first handed down in English". This explains how compulsory English language is to the nation Nigeria. Furthermore, English language has undergone some changes since people started using it for almost everything in Nigeria. Larsen Freeman (2007) asserts that it is the fifth skill of language that enables the efficiency to use grammatical structures with accuracy. Academic qualification alone may not help teachers to grow professionally, on the other hand, they need to be equipped themselves with the new trend practices. The teaching materials that are being used in our country are almost made available all over the world. This paper, new trends in English research looks into the new trends that are used in English research since it started as a global language.

Specific Objectives
This paper aims to:
a. Identify some new trends in English Research
b. Point out some of the effects of these new trends in English Research
c. Identify some challenges faced by learners in using these new trends in English research.

Methodology
The research employed secondary sources to obtain data. These secondary sources entail: books, journals and literary materials. They furnished the researcher with basic information that was necessary for the comprehension, understanding, and analysis of the relevant issues discussed in this work.

Significance
The researcher believes that this research will help and encourage teachers to use the new trends mentioned in this article in their day to day teaching and learning activities and in their curriculum so as to improve the standard of learning and to make for easy work. This study creates awareness among lecturers and students about some of the new trends in English research, the effects and challenges by learners.

Conceptual Clarification
In this article, there is need for conceptual clarification on major terms used. This will give a better understanding and insight of the terms.

New Trends
The word "trend" simply means what seems to be going around at any given time. A trend can be in any area and doesn't only reflect an aspect of a particular thing. The trend can be in fashion, pop culture, entertainment and stock market depending on the economic indicators or on a political trend reflecting a nation's current mood. However, some trends are fun, fabulous, and appalling. The truth is that, however long the old trend lasts, be rest assured that there will always be a new trend coming one day to replace the old.

English
English means belonging or relating to England, or to its people, language or culture. Although many people object to this…the English are the people of English. According to Collins Dictionary, "English

is the language spoken in Great Britain and Ireland, the United States, Canada, Australia, and many other countries". English is also seen as a school course where some principles like pronunciation, spelling, and grammar are applied. English has been translated in other languages like Arabic, Chinese, Dutch, European, Spanish, French to mention but a few. It has developed over the years as new trends are being included in the course of study. Related terms in English include: English elm, English ivy, English oak, English pea and English red.

Research

This is a systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. It is also a creative and systematic work undertaken to increase the stock of "knowledge" of people. It involves collection, organization and analysis of information to increase the understanding of a topic or issue. It may be in a form of project that tends to expand or past work in the field. The purpose of research is documentation, discovery, interpretation and research development of methods and systems for the advancement of human knowledge.

Theoretical Studies

This paper adopts the theories of Communication Competence and Communication Accommodation. Communicative competence theory was developed by Dell Hymes in (1966), as a reaction to Noam Chomsky's (1965) linguistic competence which focused on correctness in grammar; that is, knowing and adhering to the rules of grammar. According to Hymes, having an accurate knowledge of the grammar rules of a language is not enough to make the learner competent in the use of that language for communication. The learner also needs communicative competence which entails knowing what to say, to whom, in what circumstances and how to say it. In other words, communicative competence refers to the language user's grammatical knowledge of his language and as well as his social knowledge about how and when to use this language to accomplish specific communication goals. Communication competence is also helpful in learning the new trends in English language.

Some scholars followed after Dell Hymes and include: Brumfit and Johnson (1979), Carnale and Swain (1980) and Van EK (1986). These scholars expanded the idea of Dell Hymes. Canale and Swain proposed four components of communicative competence: Grammatical, Sociolinguistic, Discourse and Strategic competencies. The grammatical aspect refers to the knowledge of the language code: grammatical rules, vocabulary pronunciation, spelling and so on. The sociolinguistic rules refer to the knowledge of socio-cultural code of language use; which entails what to speak, when to speak, how to speak and to whom. Discourse competence deals with the ability to combine language structures into different types of cohesive and coherent texts. The strategic competence is the knowledge of verbal and non-verbal communication strategies that can be called into action to forestall breakdown in communication.

For effective communication, and the application of the new trends, a language user must possess and call into action these components of communicative competence as situation and context demand, most especially the socio-linguistic component which affects this paper. When one does not comply to the socio-cultural code of a language in communication, it causes misrepresentation, hatred, and anger.

The second theory that is relevant to this study is the Communication Accommodation Theory developed by Howard Giles in 1971. It is a theory of communication that concerns the behavioural changes that people make to attune their communication to the people they are communicating with. The basis for this theory is the idea that people adjust or accommodate their style of speech to one another. The theory focuses on both intergroup and interpersonal communication. People belong to various groups in the society: religious, ethnic and so on. The way we interact with others depends on how we see ourselves and how we see others. A good communicator can actually accommodate to a larger audience. In fact, the theory is on the role of communication in our lives. Giles (1971) opines that "there are two categories of the accommodation process: Convergence and Divergence". Speech convergence means adapting to the other communicator's way of communicating in other to connect and reduce the social distance. In this case, when a learner is conversant with the new trends in English language, he will be able to speak like the natives thereby not reducing the social distance from the

native speakers. Similarly, Giles insists that speech divergence is purposely speaking and acting differently from the person or group with whom they are communicating. This can create barriers in communication as the social distance is maintained. This paper focuses on speech convergence which allows us to accommodate the persons we are talking to and make them feel appreciated and valued.

New Trends in English Research

English research has been flooded with new trends recently. A saying goes this way, if we keep doing the same thing all the time, there is bound to be the same result, but if there is a new method to be applied, the result will be improved. In English, the aim of teachers and lecturers is to teach the English the correct way. In order to do this effectively, many have carried out research in English to get some new trends that will guide them. These new trends have supplemented English teaching and literacy such as reading, writing, speaking and listening skills of students. Since English is the most widely used language, the new trends are necessary to make it an ideal language. Sartica and Cavus (2008) explain that, some new trends are web, internet, mobile devices, such as personal Digital Assistant (PDA's) iphone.

Web

This is the system of connected documents on the internet, containing pictures, videoes, and sounds that can be searched for information about a particular subject. The web is a very powerful internet connections which provides various new possibilities for the development of educational technology. English which is a very vital language to Nigerians and other people around the world is one of the languages people connect to the web to know more about the new trends. Edelson (1998) points out that, in 1996, "participation in web-based courses was estimated to be one million students and projected three million by 2000". "It provides opportunities to create well–designed, learner–centered, affordable, interactive, officiate, flexible e-learning environment" (khan, 2005). There are thousands of English web based classes that offer trainings for a variety of basic language skills such as learning, speaking, reading and writing.

E-mail

E-mail is a communication tool which is being used in language learning, and is probably the most commonly used Internet application. By getting a single e-mail account, both foreign teachers and students can join e-mail assisted language activities. LeLoup (1997) opines that "for learners of English, e-mail is an excellent way to communicate with their instructors because of its usefulness and easiness". With a single e-mail account, foreign teachers and students can integrate e-mail based activities into their curriculum. Knight, (1994) and Shelly (1996) say that "Web-based learning is another area in which e-mail is being used". This is because it is one of the most valuable new trends in English research. Teachers and lecturers engage in activities that help in moving English ahead through the use of E-mail. For example, they give essays, term papers or any other form of assignment through the E-mail and ask the students to also submit them through the same e-mail. This helps them to improve writing skills and vocabulary. At the same time, the teacher can assign a debate topic and ask the students to begin to discuss it via e-mail. When the time comes to form debate teams in class, the students will already have a satisfactory understanding of both sides of the issue and will be able to make a more informed decision about where they stand. This helps them to improve their vocabulary. Consequently, English teachers can benefit from web sites which includes e-mail accounts (Yahoo, Hotmail, G-mail and so on.) for no extra cost. So teachers can create a discussion topic.

Mobile Devices

This is one of the new trends in English research. Mobile learning is defined by Lehner & Nosekabel, (2002) as any service or facility that "supplies learner with general electronic information and educational content that aids in acquisition of knowledge regardless of location and time". It is one of those technologies which have been used for a few years. Mobile learning means that people are learning whenever and wherever they want with their mobile phones, and other technological devices available to them. However, Vavoula and Sharples (2002) suggest three ways in which learning can be considered mobile: learning is mobile in terms of space, it is mobile in different areas of life, and it is

mobile with respect to time. As it can be understood from these definitions that, mobile learning system is available for delivering education to learners anytime and anywhere they need it. Mobile phones are the most popular device among people.

Blogs
Blogs are well suited to serve as on-line personal journals for students, particularly since they normally enable uploading and linking of files. Blogging is seen as a form of personal communication and expression, with a specific interest uncovering the range of motivations driving individuals to create and maintain blogs. Language learners use a personal blog, linked to a course, as an electronic portfolio, showing development over time. By publishing the blog on the internet, the students have the possibility of writing for their classmates. Pinkman (2005) indicates that blogging becomes "communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticisms of their own posts. Readers in turn can comment on what they read, although blogs can be placed in secured environments as well. Selfpublishing encourages ownership and responsibility on the part of students, who may be more thoughtful (in content and structure) if they know they are writing for a real audience". Blog discussions can be found from the site http://blog-assisted-language-learning.blogspot.com/ students discuss any topics to develop their writing and reading skills. But students should type only in English, this is very important for their developments in terms of writing and vocabulary. Blogging has been one of the new trends in English research which has really helped students to embark on research on their own. This view is supported by Eaton (2014) who opines that "students are harnessing their creativity to express themselves and demonstrate what they know using technology. The challenge for the twenty-first century teacher will be to find ways to allow them to do that". In today's world, students are the creators, not simply consumers, of technology and technology-produced art and projects.

Online Tests and Quizzes
Teachers use tests and quizzes in the classroom to evaluate students. For effective use of these tests and quizzes, they have to write, print it out, copy it and then deliver the papers to students. Students on the other hand read the questions and use pen or pencils to mark the correct option. This is the only and traditional way of taking a test. Presently, online tests are being used by learners and instructors. This has removed the use of a pen or pencil to mark the options. The new trends had helped the teachers not to print and deliver the papers in the classroom. They can give feedback to their students which are very important and they do not have to evaluate marks from exam papers, just by clicking on a button, students can see their exam results. Several test formats are now being used by teachers and students interactively. Test software is used to create interactive multiple-choice, short answers, jumbled-sentences, crossword, matching, ordering, and gap filling exercises for the web. Online English learning web sites provide quizzes or tests that include four skills of the language. Students are clicking on the correct answers and then check their results. It is possible for teachers creating their own web pages and evaluating students' language learning.

Instant Messenger
Instant Messenger was the first general messenger service in the early 1996 (www.worldstart.com/tips/tips.php/1498). During the years, a variety of messenger services such as MSN Messenger and Yahoo Messenger began to serve the people. If students are required to type in English only, they can have the chance of improving their writing and reading skills through typing and reading the messages they get from their peers or instructors. Moreover, students of English have better interaction with teachers in these virtual environment, they can communicate with not only teachers but also peers and share information. The most important aspect is live interaction between teachers and students. MSN Messenger provides several features beyond text, audio, video, and file transfer. Messenger is used with a Webcam and allows users to see each other in a small video window while talking. So students can talk with their peers or teachers in English in order to develop their listening and at the same time speaking skills. It is important to note that students and teachers can have the chance of talking to each other by using their webcams.

Skype

Skype is a new "emerging technology and the potential application of it to language learning and teaching needs to be further explored" (Wu, 2005). Through this skype, students can talk with their instructors and peers far away. At the same time, students can speak with native speakers of a language and compare their pronunciation with that of a native speaker. Sarica and Cavus (2009) note that "speaking skills can be developed by using this application".

CLIL

This means content and Language Integrated Learning. According to Qoura (2020), this is an approach where "the English teacher uses cross curriculum content and so the students learn both the content and the English". The trend aims to foster the integrated learning of languages and other curricular contents. It has been proved to benefit and bolster learners' foreign language skills as well as motivation and attention. Luisa and Renau (2016) emphasize that "the correct implementation of CLIL implies reinforcement in areas such as teacher training, team teaching, education assessment planning, and additional resources". Similarly, Coyle, (1999) in Luisa and Renau (2016) asserts that a well "planned CLIL lesson should combine the 4Cs of the curriculum", they are:

Content: Enabling progress in the knowledge, skills and understanding of the specific issues of a particular curriculum.

Communication: Using language to learn while learning to use language well.

Cognition: Developing thinking skills which link concept formation, knowledge and language

Culture: Allowing exposure to diverse perspectives and shared knowledge that make us more aware of others and oneself.

PronPack 1-4

This is developed by (Mark Hancock) and it means taking a non-prescriptive approach to accent and instead focusing on increased intelligibility as the objective. Other language learning tools according to Qoura (2020) are Prezi, screencast-o-matic, voice tread, captivate, powerpoint, camtasi, and YouTube which fall under the category of flipped learning social media tools like twitter, for instance caters for very helpful learning platforms. Others are cambridgewords, English247, BBCle, EnglishTips4u, learnEnglish3POc. At the same time, instagram is boomed with a novel concept of learning through visual aids and pinterest also follows the pied piper lead and so on. The above and many more are some of the new trends in English research that have helped in the smooth teaching and learning of the English language in Nigeria.

Effects of the New Trends in English Research to Learners

As the name implies, new trends come with new ideas and new learning. When learners are taught the new trends in anything, the tendency is that they have to try and adapt to the new way. Some of the effects of these new trends include the following:

Firstly, learning English through the web makes students to like learning the language more comfortably. Secondly, it gives them the opportunity to study or get more information on their own without being guided, this makes for expanding their horizon of knowledge. At the same time, students learn faster and easier than before because of the use of the new trends used in English learning. Consequently, they become experts as early as possible because they are made to see things on their own and keep learning by the day. Qoura (2020) postulates that, the goals of English teaching and learning have changed from "focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students".

With this growing awareness of the importance of producing responsible citizens for the society, teachers now recognize that teaching of English is not simply a project to prepare students to imitate native speakers as language learners but that it should produce fully competent language users, critical thinkers and constructive social change agents, as Crystal (2004) and Cook (2005) note. Due to the new trends in English research in Nigeria, "learning is emerging as a way of making language more engaging and more relevant to the younger generation" (Qoura, 2020). In the same vein, he assumes that one effect of using the new trends is "to give us access to the experiences of many others, and to enable us to locate and create the "local" knowledge that relates to our own needs", making us to become a bit

less dependent on knowledge generated by experts in other content and on the authority of the published work.

Challenges of the New Trends in English Research to Learners

The Nigerian English learner is confronted with an army of challenging issues in adapting to the new trends in English research. Some of the challenges learners face are summarized as follows: Some of the packages used are so expensive for learners to purchase. Money is not easily come by. Some of the students find it difficult to eat three square meals a day, not to talk of buying things like the computer, ipod, etc, some of them also just make use of the Nokia Touch phone which can only be used to make and receive calls. With this type of phone, they cannot access the internet and when it is hard for them to access the internet; they cannot be connected to the new trends that are in vogue.

However, there is lack of familiarity with some of these new trends used by the learners, sometimes; learners are not so familiar with how to access the internet. Some who are familiar with the internet go in to look for unnecessary things that they will not gain from or that will put them into trouble. For example, some go into Yahoo page, Pornographic pictures and others. Some other learners usually feel embarrassed in using the new trends because, most of them do not know how to use them, so they feel that it is not important to touch or practice them before their classmates for fear of being embarrassed or laughed at.

Many students are not patient during the process of learning, they should be patient with themselves and gradually master some of the new trends so as to become perfect in using them as it is said that "practice makes perfect".

If one recognizes the challenges one might face and prepare for them in advance, one will get there on time. Learners are not really curious about what they want and how to go about it. For example, it is important to find something you are really curious about and face it squarely.

"Time is money", so the saying goes. The use of the new trends in English language takes enough time. So, one who is in a hurry might not be able to use them properly and not using them properly, one cannot be committed to practice and if one is not committed to practice, it is hard to be perfect.

The new trends in English research have brought about adding some new areas that were not formerly there, this has made the workload of English language to be too much both on the lecturers and on the students. Another important challenge is that these new trends have to do with web connection, for one to connect to the internet, there must be power, but when there is no power to connect, there is a challenge. In Nigeria, there has been power failure; this has become a problem for one to access the new trends in the web.

The issue of survival and lack of interest, students of English in Nigeria, more often than not, express their lack of interest in the discipline because they always argue, it is unmarketable with respect to lucrative job opportunities and societal recognition. They have continued to ask questions bordering on the relevance of English language to their economic survival and social status. Most students hate English language as it is taught in Nigeria, at the same time, most people or learners believe that the only job opportunity open to Nigerian learner of English is teaching and because most Nigerians hate teaching profession, there is the transferred effect of the syndrome on English and its new trends. Every man is an economic being. He considers his survival first, (before other things) in whatever he does. Until the economic survival of the Nigerian English learner is guaranteed, English and its new trends cease to be very attractive and desirable.

Closely related to the issue of economic survival is recognition, how does the society look at and or rate the Nigerian English learner? In academic arena, the Nigerian English learner might be rated high because according to Yusuf (1994) "…it is those people who study languages that are academically sound". But the society looks at the English learner as a misfit who cannot do anything else but out to destroy the local languages with his windy and unwanted language analyses. He is never identified with brighter prospects and a greater tomorrow. This creates bias in the minds of the learners.

Discussion of Findings

From the discussions so far, it is a fact that there are new trends in English research and these trends have their effects and challenges on the learners of English language.

Recommendations

Based on the findings, the following recommendations are made:

1. The study of new trends in English research must be taken as a core issue by both lecturers and learners.
2. The learners of English must try to adapt to the use of the new trends so as to become experts in technology on their own.
3. The curriculum for English language should be designed with the new trends, this will help the learners to always read along with the new trends in mind.
4. Nigerian academics, intellectuals or professors should be committed to help the learners of English language achieve excellence by giving them assignments and term papers that will make them to go to the web to get materials. This is another way of exposing them to the use of the new trends.
5. Also language teachers can create their own web based language activities and use the communication tools.
6. If these new trends in English research are implemented, not only will students become better, but they will be near native speakers and can confidently compete with their peers in other schools.

Conclusion

Language learning does not only occur in the classroom and should not stop after the learners leave the classroom. English research should always be done by students and teachers. In order to provide an interaction between language learners and teachers or peer to peers, internet connections and mobile devices are the most popular and useful way in language. The development of the new trends in language teaching and learning activities should continue to be an exciting and growing field. Language instructors can use the basic tools of internet so as to have enough research on web based language learning, from now on, they should begin interactive language lessons and encourage teachers to create their own web based activities.

All languages are capable of being developed by the expansion of the vocabularies to cope with any aspect of knowledge. Languages are nurtured, they are not inherent. They are identities of a people. They incorporate the totality of people's way of life, their belief, ideology, norms and values, wisdom, and philosophy. We should not toil with any language because elimination of a language implies elimination of a people. Language gives power and authority to the user. English is not left out and that is why it has inculcated new trends in its research in Nigeria. The learners should make conscious effort to master the new trends so as not to be left behind. According to Yuvarajkadadi (2015), "Change is the law of nature. A trend, innovations and challenges are the general tendency or direction towards change.

References

Abilasha, R. and Ilakumaran, M. (2014). Trends in English language Teaching: A Novel Perspective. *International Journal on studies in English language and Literature* (IJSELL) Vol. 2, Issue II, Nov. 2014 pp.46-52. ISSN 2347-3126 (print) and ISSN 2347-3134 (online).

Brumfit, C. J. and Johnson, K. (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press

Canale, M. and Swain, M. (1980). Theoretical bases of communication approaches to second language teaching and testing. *Applied Linguistics* (17) 1-47

Cook, A. B. (1977) The Linguist and Language. In V. P. Clark, P. A. Eschholzed, A. F. Rosa. *Language: Introductory Readings*. 2nd ed. St. Martin's Press: New York.

Cook, V. (2005) Basing Teaching on the L2 User. In E. Llurda (Ed.), *Non-native Language Teachers: Perceptions Challenges and Contributions to the Profession* pp 46-61. New York, NY: Springer Science Business Media, 2005.

Crystal, D. (2014). Creating a World of Languages. Introductory Speech Presented at the 10th Linguapax Congress Barcelonia. *Current Trends in Teaching and Learning* ESL/EFL https://slideplayer.comslide/5818239/-Retrieved on 8/8/2020

Crystal, D. A (2008) *Dictionary of Linguistics and Phonetics*. 6th ed. Blackwell Publishing: USA.

Eaton, S. E. (2010). *Global Trends in Language Learning in the Twenty-First Century*. Calgary: Onate Press.

Edelson, P. J. (1998). *The organization of courses via the internet, academic aspects, interaction, evaluation, and accreditation*. National Autonomous University of Mexico, Mexico City.

Fromkin, V. Rodman, R. and Hyams, N. (2007) An introduction to language. 8th ed. Wadsworth: USA.

Giles, H. (2001). Speech accommodation. In R. Mesthrie (Ed) *Concise encyclopedia of sociolinguistics*. Elsevier. 193-197

Houser, C., Thornton P., & Kluge, D., (2002). Mobile learning: Cell phones and PDA's for education. *Proceedings of the International Conference on Computers in Education.* Publication Date: 3-6 Dec. 2002 On page(s):1149- 1150 vol.2 ISSN: ISBN: 0-7695-1509- 6.

Ilechukwu, D. I. (2015) "The Use of Radio for Language Teaching: Prospects for the Igbo Language". In Nkamigbo, L.C., and Asadu, F. O. *Current Issues in Linguistics, Language and Gender Studies A Festschrift in Honour of Professor Eme*, C. A. at 50. Brystevand Publishers: Nigeria.

Khan, B. H., (2005). *Managing e-learning: Design, delivery, implementation, and evaluation.* Hershey, PA: Information Science Publishing retrieved on 6th January from http://BooksToRead.com/elearning)

Lehner, F., & Nosekabel, H., (2002). The role of mobile devices in e-learning first experience with e-learning environment. *Wireless and Mobile Technologies in Education Proceedings. IEEE International Workshop*, 103 – 106 (10.1109/WMTE.2002.1039229)

LeLoup, J., & Ponterio, R. (1997). *Internet technologies for authentic language learning experiences*. ERIC Digest. ED414770 retrieved on 7 January from http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=Internet+Technologies+for+Authentic+Language+Learning+Experiences+&ERICExtSearch_SearchType_0=kw&_pageLabel=ERICSearchResult&newSearch=true&rnd=1231857298562&searchtype=keyword

O'Grady, W. and Archibald, J. (2009) *Contemporary Linguistic Analysis: An Introduction*. 6th ed. Pearson Longman: USA.

Pinkman, K. (2005). Using blogs in the foreign language classroom. *The JALT CALL Journal*, 1(1), 12-24.

Qoura, A. A. S. (2020) New Trends in English Language Teaching and Learning. Mansoura University: Egypt.

Sarica, G. N. & Cavus, N., (2008). Web based English language learning, *presented at the 8th International Educational Technology Conference*, Anadolu University, 6-9 May, Eskiehir, Turkey.

Sarica, G. N, & Cavus, N. (2009). *New trends in 21st century English Learning*. Near East University: North Cyprus.

Shinagawa, S., & Schneider, K. (2007). Pod casting and iPod in language learning. *Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages*, Henry B. Gonzalez Convention Centre, San Antonio, TX,://www.allacademic.com/meta/p174612_index.html.

Wu, W. S. (2005). Web-based English learning and teaching in Taiwan: Possibilities and challenges. *Paper presented at The First Hsiang-shanarea Intercollegiate International Conference on English language teaching*. Chung Hua University, Hsuan Chuang University, and Yuanpei University of Science and Technology, Hsinchu, Taiwan. Taipei: Crane Publishing, and Luke Swart.

Yusuf, O. (1998). *Fundamentals of Syntax and the Study of Nigerian Languages*. Shebiotimo Publications: Ijebu-Ode.

Yuvarajkadadi, A. (2015). English Language Learning and Teaching: Trends and challenges. An International Journal in English. Vol. 1. Issue 3. ISSN 2454-3454, pp. 1-10.