

Media-Support Teaching and Learning of English Language as a Second Language: Eliminating Stereotypes

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Abstract

Second language learners especially in English language need further language support in view of the fact that they operate on the performance level of language use as against competence. Achieving success in the teaching and learning of a second language such as English is determined by a number of linguistic and nonlinguistic factors such as the attitude and language skills of the learners, the teacher's innovativeness and competence, effective teaching methods and materials such as visual, audio-visual aids and media aids to language learning. This research is motivated by the problem inherent in the traditional teaching methods which is stereotypical, boring with little active students' engagement in the learning process, which makes knowledge transfer an arduous task. The research represents a shift in language teaching and learning - from the known traditional to a more technological mode of learning- giving way to new technologies in which the media plays a prominent role. The work adopts a qualitative methodology in assessing the role of the media in language teaching and learning both on the part of the students as well the teacher, especially in terms of self-development and innovations. It was discovered that media aids in language learning, facilitates the overall learning process and helps the teacher to transcend his limitations in areas such as pronunciation, vocabulary to be able to guide the students aright. This makes learning an ongoing process rather than a product.

Keywords: language, media, teaching and learning, English as a second language (ESL)

1. Introduction

1.1 Introduction

Learning and teaching a 'foreign' language can be an arduous exercise, because teaching does not end in telling, talking and chalking. Teacher-front classroom offers impoverished context for learners to engage in genuine interaction which facilitates learning acquisition (Schmitt, 2010). The technological developments of our time have necessitated a more sophisticated art of teaching and learning such as the media - support instructional delivery, which offers effective methods that facilitate student's engagement and an active dual transmission of knowledge between the teacher and the learner, making learning an enjoyable and worthwhile activity.

Active learning means that the mind is actively engaged. Its defining characteristics are that students are dynamic participants in their learning and are also reflecting and monitoring both the processes and the results of their learning (Barkley, 2010). These learning outcomes are far-fetched in the traditional mode of teaching which is driven by excessive text dependence, less learner -centered instructions which cannot adequately address a wide variety of academic needs, cultural inclinations and learning styles. The teacher's mode of instruction is also stereotyped to his lesson plan, giving no room for flexibility of knowledge transfer in the course of the teaching process. Some scholarly researches have shown that teacher-centered instructions and questioning strategies have little impact on the cognitive and overall learning outcomes of students (Acree & Dankert, 2005). Students need to explore their mental abilities and respond to stimuli individually.

Instructional media creates the link between the human and non-human materials in the transmission of knowledge in the learning process. The human resources include the teacher and other supporting aids to learning while the non- human materials involve amongst others, technological resources such as books, radio,

television, motion pictures, billboards, catalogues, movies and others. These instructional driven techniques characterize this contemporary times of new technology. The term 'New Technology' refers to the communication techniques for language teaching in which instructional technology and personal computers, play vital roles in the teaching and learning process as against the traditional talking and chalking which exemplifies the age-long maxim that telling is not teaching and learning is not listening (Schmitt, 2010).

This study, therefore, seeks to ascertain the viability of the various components of media such as the computer, radio, television, internet, text disc and educational films in the teaching and learning of the English language and their positive impact on the teachers' limitations, for onward transmission to the learners, through the creation of an active, enriched learning experience.

1.2 English Language Teaching and Learning Context in Nigeria

In Nigeria, English language serves as the official language of communication used within a multi-lingual setting for administration, education and governance. It is also the lingua franca used for communication in a country of diverse local languages and a second language for inter ethnic communication. Jowitt (2005:23) cites Professor Adebisi who buttresses the importance of English language thus:

'...English language has been the language of its (Nigeria) political-economic unification and administration...the only way to achieve development of the Nigerian nation through the instrumentality of the educational programme is the attainment of a new development oriented role in English language within the education programme of the nation'.

The high prominence accorded the English language as the language of social mobility and education has given rise to several researches on the best way to improve educational delivery in the classroom. More importantly, the growing status of the English language in Nigeria and in global circles as the standard medium of communication amongst several speech communities and countries has brought about many challenges in the teaching and learning of the language vis a vis advancements in technological knowledge in the contemporary times. No doubt that in a second language situation, some languages have prominence over others in national life, as in the case of the English language in the Nigerian context (Jowitt, 2005). The erstwhile traditional mode of teaching can no longer accommodate the changing trends in instructional development, hence the need to match teaching strategies with technological advancement in Nigeria and on the global scene. The current research was, therefore, borne out of this problem.

In view of this problem, Widdowson (2020:34) remarks that '...as teachers know full well, language learning like learning anything else is a developmental process which will always involve some kind of unlearning as knowledge and behavior are revised and adapted to accommodate new experience'.

The above remark affirms the need for teachers to constantly evaluate themselves in line with changes in our technological world, especially in the educational context, and brace themselves for future challenges.

1.3 Aim

The study has two principal aims. The first is to analyze the role of the media in the teaching and learning of English language by ascertaining how media presentations can help both the teacher and students perform tasks in the classroom; the second is to establish that the media can help students learn and speak English more fluently.

1.4 Significance of the Study

The research is of great importance in achieving innovative teaching in line with technological trends. Additionally, it will create an avenue for self assessment for teachers in the teaching and learning process as they will be exposed to technologically-driven instructional methods. Learners will experience more interactional and inclusive learning as they react to new methods of gaining knowledge. The study will also serve as a reference tool for language planners and policy makers and other stake holders in the area of designing effective instructional models for English language. Students will equally explore media aids as private learning guides.

2. Materials Studied

2.1 Language Skills

A skill is an ability acquired or learnt to achieve results within a given time. Generally four language skills are identifiable in any language namely-**LISTENING, SPEAKING, READING AND WRITING**. These are fundamental to language teaching and learning (Beech et al., 1984). Language skills refer to the skills a person acquire to be competent in a given language. Whereas listening and speaking are basic to any language learner,

reading and writing are secondary because they are developed after the acquisition of the primary skills of listening and speaking.

However, the act of reading and listening are regarded as **receptive skills** because they entail the acquisition of new knowledge while speaking and writing are **constructive** in nature, as they involve the use of expressions or language construction by the speaker/writer.

Reviewing the acquisition of language skills in the Nigerian educational system, the centrality of language in the society has led to the constant monitoring of learners' performance in this area. It is axiomatic that if teaching is successfully done, learning will take place (Otagburuagu, 1997).

Anih et al. (1987) assert that in the acquisition of these language skills, a lot depends on the teacher because it is the way the teachers perceives his tasks that determines his instructional techniques and strategies and ultimately, the success of the acquisition process.

2.1.1 Listening

Listening can be defined as an active/conscious process of receiving, constructing and responding to spoken and non- verbal messages and the ability to retain, react and interpret them (Rixon, 1986). Listening is quite different from hearing because it is not a conscious activity but an intuitive and automatic physical process which does not require a skill. As long as one does not have an auditory impairment, sound waves or noise constantly enter one's ears and moves to the brain where they are processed; this results in the automatic physical process of hearing. Listening is not all about receiving information, but the ability to assimilate, interpret, react and yet retain information for future use. Listening can therefore be seen as hearing with thoughtful attention. Saricoban (1999) views listening as the process of identifying and understanding speech which involves speaker's accent or pronunciation, grammar and vocabulary and comprehension of meaning.

Basically, listening is classified into **Intensive and Extensive** listening. Whereas Intensive listening requires great attention so as to absorb the details of the message conveyed, extensive listening is casual and aims at getting a general idea of the message, for example listening for pleasure or relaxation.

Other sub types of listening include *Emphatic listening* (listening to give moral support to a friend. *Critical listening* aims at investigating or assessing the listening content; *Transactional listening* is used to acquire new information as in the classroom; *Aesthetic listening* which involves listening for pleasure, example music; *Secondary listening* which is non - reciprocal, involving recorded messages; *Creative* listening with a view to creating something out of the listening content. These sub types are basically grouped under the two main types of listening. (Ogbodo et al., 2010)

Listening skills to be imparted by the teachers in the teaching and learning process:

- i. **Listening for key word:** Concentrating on words around which the main ideas revolve.
- ii. **Listening for details:** In other contexts, like in taking instructions or in cross examination of a person, every detail helps in the comprehension of the listening contents.
- iii. **Listening for attitude:** Beyond the speaker's words, the listener looks out for the speaker's verbal and non-verbal clues like gestures, facial expressions, subtle meanings hidden in certain words which give away a speaker's inner feelings and attitude.
- iv. **Listening for the gist:** Keying into the general ideas of the matter.

2.1.2 Speaking

Speech can be viewed as a natural, fundamental human skill for expression and exposition. Speech is a form of verbal communication through which messages are conveyed from a sender to a receiver. Speaking is an expressive skill which enhances a person's communicative abilities and personality; poor speech standards in an individual constitute a disadvantage in social and interactional circles.

The goal of the teacher is to impart the following speaking skills in the students:

- i. **Speaking with clarity:** Their presentation must be devoid of ambiguity and vagueness. Views should be expressed in the most concise and intelligible manner.
- ii. **Exuding confidence before your audience:** This posture confers one authority in his/her presentation and ensure rapt attention from the audience.
- iii. **Knowledge of the subject matter:** The speaker must have a full grasp of the subject matter in order to achieve an intelligible oral delivery before any class of audience.

- iv. **Good pronunciation:** Imitating good speech models; like a competent teacher or speakers on the BBC can improve one's spoken English. It is always advisable to strive to measure up with the standard which is the Received Pronunciation. (RP)

Pratice: Merely listening to experts is not enough to improve one's speech mannerism. Making conscious effort to practice and train can improve speech delivery.

2.1.3 Reading

Reading is the ability to read quickly, understand accurately and recall much of what has been read. The essence of reading is to comprehend (Allen & Campbell, 1972). The fast reader is active and alert but the slow reader is passive and risks mind wondering off and subsequently forgetting salient points. The content and objective for reading determine the speed, for example reading a textbook as against scanning the pages of a newspaper. All in all, the main purpose of reading is to gain comprehension in varying degrees, depending on one's goals. Collins and Cheek (1999) describe reading as a process that requires the use of complex thought processes to interpret printed symbols as meaningful units and comprehend them as thought unit in order to understand a printed message.

Reading comprehension involves three levels:

The factual (literal) level: This deals with understanding the denotative or surface level meaning of texts.

The Inferential (Connotative) level: This involves creating mental images from the information presented and trying to understand the implication of ideas.

The Conjectural level: This is the level whereby the information understood is used to develop new ideas as well as adopt a critical approach to what has been read. Effective reading therefore must be an embodiment of these three levels for effective comprehension to take place. (Ogbodo et al., 2010)

Goals for reading skills by the teacher:

- i. **Reading with a purpose:** Bearing in mind a purpose of reading (for example, answering questions or gaining wisdom) helps the reader to focus and read with determination.
- ii. **Detecting Topic Sentences:** The students should be able to sift the main point of the texts which is usually expressed in the topic sentence of each paragraph (either at the beginning or end of it). Other ideas support the topic sentences by explaining, exemplifying or adding information to it.
- iii. **Perception of Verbal or Sense links:** This involves grasping the various uses of expressions in the reading passage, ranging from the denotative to the connotative as well as the contrasts and analogies inherent in the material read.
- iv. **Reading with Concentration:** Where there is no concentration, reading comprehension cannot be attained. This involves developing initial interest and desire to read; curiosity to learn and the alertness to keep up speed and sustain interest.
- v. **Avoiding regression(re-reading already read words several times in the course of reading) and other poor reading habits** such as sub- vocalization (vocalizing words silently) and pointing to words and head and lip movements while reading. These are unconscious bad reading habits which reduce reading speed and negatively affect reading efficiency.
- vi. **Use of Questions:** Ability to frame and answer questions in one's mind regarding the reading texts while reading helps in better understanding of what is read.
- vii. **Discovering meanings not stated:** Reading in between lines and discovering implied meanings through inference, facilitates reading comprehension.
- viii. **Use of Faster reading techniques:** Faster techniques such as skimming (search of main ideas), scanning (looking for specific information in the text) and SQ3R technique which involves Survey-Question-Read-Recall-Review; enhance the reading process with their respective reading goals.
- ix. **Note -taking /note -making skills:** Note- taking or note-making is an aid to recall and is a very important study skill. Note -taking is done in the course of instruction or lectures whereas note-making is prepared by the individual preparation of notes while studying. Each involves taking down only major ideas on a topic and paraphrasing the reader's understanding of the text concisely in his own words.

2.1.4 Writing

Writing is a complex activity which involves the ability to think clearly, and to arrange facts logically in order to arrive at a related them and maintain a sequence while adhering to a sound mechanics of writing (good punctuation, capitalization and spelling). Schmitt (2010:233), citing Bilzer, views writing as a process which 'involves a series of highly complex cognitive activities that takes place in response to a rhetoric situation. It also involves a complex web of relationship amongst the elements of writing, including the writer, the reader, the text and reality.'

Good writing skill is enhanced by extensive reading and exposure to professional writings (Beech, 1984). In the course of reading, one acquires both active and passive vocabularies which invariably improve his writing abilities. The ability of the writer to convey his message to his audience succinctly with finesse and grammatical accuracy, such that the readers decode his message as it is intended makes the writer a good and accomplished one.

The teacher's goal is to impart the following writing skills on the students:

- i. **Clear thinking** –Every good piece of writing begins with clear thinking and co-ordinates random ideas into related thoughts that give rise to other relevant ideas.
- ii. **Using simple constructions** bearing in mind the level of your intended audience and avoid use of ambiguous words.
- iii. **Adhering to sound mechanics of writing** by employing good spellings, capitalization and punctuation in your writing.
- iv. **Definition of technical or uncommon terms:** This will further enhance the conveyance of the writer's message to the readers.
- v. **Use of good Paragraphing:** Each paragraph must represent a line of thought expressed by the writer, using the topic sentence to further x-ray the main point of the paragraph.
- vi. **Good sequence:** A good writing must be logically organized to follow a sequence, starting from the introductory part to the main points and ending with a conclusion.

2.2 Learning

Learning refers to the acquisition of knowledge or skills within or outside a formal setting. Learning constitutes all the learning strategies and experiences acquired by the students in the acquisition of knowledge in any given field.

Sinclair (1991:499-500) makes some observations in the learning process thus:

'...It should not ever be necessary for students to 'unlearn' anything they have been taught. They cannot be taught everything at once and because our knowledge of the textual details of language has been so vague, they have been taught half-truth, generalities which apply only in some circumstances'.

Therefore learning is an ongoing process, and not a product. In this study, learning refers to instructions transmitted within the classroom setting by the teacher to the students.

2.3 Teaching

Teaching refers to the process of transmitting knowledge from the teacher to his students. Pedagogy is an important medium for disseminating information and knowledge for improved learning outcomes. The teacher's cognitive abilities and activities impact positively on students' learning outcomes, resulting to effective pedagogy (Brown, 1990). The teacher's ability to present instructional materials (content knowledge) in ways that students can easily understand, offers proactive strategies in solving areas of difficulties. Widdowson (2020:41) summarizes the teaching and learning process thus:

'...Classroom activities should be designed to get learners to discover how encoding and communicative conventions of their own language compare with those of other, unfamiliar languages, but how the differences can be related to common general principles of language formation and use'.

2.4 English as a Second Language

Second language learning implies the acquisition of another language alongside the first language of the learner. English as a second language (ESL) means teaching and learning of English language to people whose mother tongue is not English. Schmitt (2010) views second language as a focus on developing knowledge and language of learners who know at least one language. Second language situation could apply to countries that have

adopted the English language by virtue of their colonial experience, or a country who by choice of educational policy, use the English language as an official or national language (Jowitt, 2005). In Nigeria, for example, the absence of an indigenous language acting as the national language accorded the English language the prestigious position of both the official and national language by which the different ethnic groups in the country interact. The status of English was further strengthened by virtue of her Anglophone membership of countries colonized by the British whose first language is English language. The elevated status accorded the English language as the language of social mobility, education, administration, business, governance and commerce has accentuated the drive by her citizens to gain literacy and competence in the language. In view of this, there arose the need to seek for innovations to make the teaching and learning of English less cumbersome and more rewarding, exploiting current technological developments to make education more progressive (Widdowson, 2003).

2.5 Media

Media refers to the various means of mass communication and technologically driven materials used in the dissemination of information and entertainment such as the television, radio, newspapers, computers, social media and the like (Richard, 1990). There are various media learning strategies that could enhance learning process. These include: film clips, songs, movies, news, music, radio and podcasts, newspaper articles, visual scaffolding, imaging, graphic organizers etc. The use of media aids changes the role of the teacher as a sole dispenser of knowledge to the coordinator of learning experiences. Consequently, the communication gap between the teacher and students are bridged, assisting the teacher to explain concepts better, which enhances the teaching and learning process.

Media -support learning also exposes learners to the latest information on new technological developments in language teaching. Carol Chappelle (2003: 174-175) posits that ‘...the intersection of technology and language may change important concepts underlying work in Applied linguistics such as communication ability, grammatical analysis, and language register of the English language uses, as well as the tools available to teachers...This intersection between technology and language leaves a learner with the challenges, tasks, opportunities and needs to interact linguistically with very sophisticated technologies ...Thorough study of the mixture will give learners insights on what aspects of linguistic and cultural knowledge are amplified and diminished by the intersection of language and technology’.

Erben (2009) views media- support learning programs which involve computers, its software and the knowledge of it by the language learner as an aid to improve on the presentation, reinforcement and assessment of materials by the teacher. Similarly, Onuigbo & Eyisi (2010) support that this process of learning (using media-support aids), reduces anxiety and increases oral discussions; facilitates social learning thereby promoting an egalitarian class structure that enhances students’ motivation and improves writing skills.

Ultimately, it is clear that media- support teaching and learning offers both teachers and students, opportunities of appreciating the linguistic relevance of computers and learning strategies in the ESL environment.

3. Area Description

The current study was conducted in the English teaching and learning contexts of higher school students in Enugu metropolis, Nigeria. These students are aged between 14-16 years and this population is significant because they have been exposed to and have attained a reasonable level of computer literacy and practice in their educational pursuits. The introduction of the media in the teaching and learning process is a conscious attempt to synergize the traditional mode of instruction with the technologically- driven methods of knowledge transfer. To improve the learning process especially as it relates to the teaching and learning of the English language as a second language in Nigeria.

4. Methodology

This work adopts the quantitative survey, using relevant research instruments such as questionnaires and personal interviews amongst disabled students. Additionally, an in-depth analysis of the gains of media aids in the teaching and learning process was undertaken to complement the physical data. The use of a significant number of technologically- driven (media) language aids were discussed vis a vis the teaching and learning of the English language as a second language in Nigeria. These media aids were discussed under the acquisition of the four language skills namely: listening, speaking, reading and Writing.

4.1 Presentation of Task

Research instruments like questionnaires were used to elicit information from both students and teachers for authentic results on this study. A hundred questionnaires were administered to students and same number to teachers, totaling two hundred questionnaires which were all received with their individual feedbacks. Amongst

the feedbacks on the students' questionnaires, included responses from the researchers' verbal interviews with physically impaired students within the population.

The student questionnaires tested the students' knowledge and adaptability to the media aids as learning tools and their acceptability, based on their improved performance in both oral and written language skills.

The second set of questionnaires were given to teachers to compare their experiences in both traditional and media-support teaching and also to confirm their recorded improvement, using media aids in their teaching delivery as well as in students' learning outcomes. These two sets of questionnaires were designed in line with the aim for the study.

5. Media Aids in Teaching and Learning English Language

There are a number of media aids which are designed to enhance the acquisition of the four language skills in English language. In the teaching and learning of listening skills, media aids like the computer, listening to television and radio educational programs help to develop understanding abilities by helping students to listen intensively to grasp the information conveyed. Similarly, the teacher can make use of visual scaffolding which uses drawings or pictorial illustrations to enhance the ability of students to hear English words and make connections to the visual images that are displayed. This technique also involves printing of photographs which are displayed with written labels to assist the student in grasping written forms of words. Photos have assisted in verbal stimulation and comparisons that are retained in the minds of students for a long time, driving home the intended theme taught by the teacher. The use of CD-players also aids listening comprehension. They are simply electronic instruments used to run audio CD-Roms. Lectures and listening drills can be saved in the audio CDs for practice by the students. Similarly, tape recorders can be used, and this is one of the oldest technical listening tools, which is almost phasing out.

On the level of teaching reading skills such as acquiring new information and ideas, several methods such as Computer reading- based programs are used. Computer- based programs can be used to improve word vocabulary, fluency and comprehension amongst students. In this case, the teacher facilitates the learning process and at the same time carries out a self -assessment of his pedagogic competence in this regard. This virtual method of learning de -emphasizes the central role of the teacher in the learning process and allows the learners to learn at their own pace. Similarly, multi-media software that use a mixture of texts, graphics, sound, video and animation can be used. This virtual aid to learning motivates the students to improve their vocabulary and develop their reading skills. The use of electronic dictionaries is another media aid to teaching and learning English language because it is an easier and faster tool for vocabulary acquisition. Additionally, the teacher can introduce the reading of CD-Rom based newspapers amongst the students. These are newspapers stored in CD-Rom which provide faster reading materials to enhance the learner's knowledge of new words. Newspaper -based activities in the classroom engage students in enjoyable activities and encourage further readings. The more students read, the more they want to explore (Light Brown & Spada, 2013). Electronic newspapers reduce reading drills that are not only time wasting but monotonous. The teacher can utilize this time for more rewarding learning experiences. The teacher can also encourage the students to browse the internet as a learning aid by giving them exercises that can be done, using materials on the internet. This will not only improve their searching abilities but also enhance their computer literacy.

The teaching of speaking skills can also be achieved by the teacher, using such media aids as the internet voice chatting as well as the internet speech synthesis programs. The internet chatting program is a process of voice communication between the speaker and the listener, using the internet. It is usually beneficial when the speaker is a native language speaker of English; the listener then benefits from his competent language skills. Similarly, speech synthesis program which generates voice signals and decodes sounds as well as act as artificial intelligence programs, if used in the classroom setting, help to improve speech, vocabulary and pronunciation abilities amongst students.

Writing is a more complex language skill to learn because it builds on the already acquired language skills of speaking, reading and listening. Acquisition of writing skills involves the ability to generate ideas through logical thinking and the ability to sequentially represent those ideas on paper. It therefore requires media aids that will boost grammatical accuracy, good punctuation, capitalization and spelling. Such media aids like computers can be used to develop writing skills. Computers and graphic -based programs can assist students in expressing their thoughts and .improving their grammatical skills through word processing. The spelling check software in the computer assists students to correct their spellings and punctuations for better composition writing. Computer is an interactive instructional technique used to present instructional materials and monitor

learning processes. The computer can give tutorial guidance to the students by communicating visually with them and partnering with them in playing English learner games to improve language skills.

Using media aids can be advantageous to the teaching and learning process. It reduces talking on the part of the teacher and allows students the opportunity to engage their thoughts in the educational process. Additionally, virtual aids make teaching and learning interesting and offer a reality experience that stimulates self-activity in the learners. Also, there is a change of role for the teacher as he changes from a sole dispenser of knowledge to the coordinator of learning experiences and the monitor of learning outcomes amongst the students (Ellis, 2015). Media aids offer the students opportunity for practice and at their convenient time. When students learn at their own pace, it increases thought stimulation amongst them, inspiring them to attain higher educational achievements. Widdowson (2020:40) observes that:

‘Teaching has failed...because it is fixated on the objective of teaching competence in a particular language with relative disregard of the natural process of language learning. Foreign language teaching and learning –the order of words itself implying a unilateral dependency – generally means the learning of a specific L2 –a separate language like French, Arabic, Greek and English –each quite different from L1 but all alike in being foreign’.

Nonetheless, the use of media aids come with some disadvantages such as undermining such teacher’s role as introducing lessons with speech communication which the computer cannot fulfill. Additionally, the computer screen cannot substitute the blackboard. The traditional use of the blackboard makes learning precise and achieves a central presentation which makes for prompt adjustments and corrections in the teaching and learning process. All in all, the media aids underplay the monitoring abilities of the teacher in the learning process; teachers are supposed to observe students’ gestural reactions about new learning experiences and give support where necessary.

Garcia and Wei (2014) summarize the learning process thus: ‘Learning can be seen as a process of translanguaging or acting on an existing capacity to extend communicative resources’. This implies that in a second language situation, the learner’s experience about his first language as well as the teacher’s, comes to bear in the learning of the target language since one moves from the known to the unknown. Ultimately, the meeting point between the L1 (first language) and the L2 (second language) are synergized to facilitate the teaching and learning of a second language’.

6. Results

6.1 Results on Questionnaires for Teachers

Questions	Variables	percentage
1. Are you computer literate?	Yes	100%
	No	0%
2. Have you ever used the internet and other media aids in your teaching of ESL?	Yes	98%
	No	2%
3. If yes, which ones?	Computer	96%
	Internet	90%
	CdRoms/Recorders	96%
	Blog	40%
	Wikis	30%
	Video conference	70%
	Television	50%
	Radio	80%
4. Which exercise have you used computer and other media aids for ESL?	Language skills	95%
	Seminar/group discussion	30%
	Research Writing	70%
	Vocabulary acquisition	88%
5. Compare student’s participation and learning outcomes with media aids and traditional teaching.	High improvement	96%
	Slight improvement	4%
	Same	0%

6. To what extent did they enhance your teaching abilities?	Very significant enhancement	98% 2
7. Rank the following language skills –listening, speaking, reading and writing- according to your perception of the viability of the media aids in inculcating these skills amongst the second language learners.	Listening	36%
	Speaking	25%
	Reading,	14%
	Writing	23%

Amongst the teachers, the responses showed a high acceptance of media aids in the teaching process, especially with respect to the acquisition of language skills-listening, speaking, reading and writing. A hundred percentage of all the respondents were computer compliant and were conversant with the use of media aids in their teaching instructions. On the viability of these aids, compared to the routine traditional teaching method, a much higher percentage of respondents expressed a high impact on the positivity of media aids in the teaching process as against a negligible two percentage who either had not adopted media aids in the teaching or were not convinced of its usefulness in the classroom. Additionally, the result of the data revealed a gross self- improvement on the part of the teacher's knowledge of the subject matter as well as improvements in learning outcomes. It is evidently clear that these instructional aids (media) motivate the teachers' innovativeness, eagerness to catch up with knowledge explosion, resulting in a better, more exciting, rewarding and active learning process for both teachers and students.

6.2 Results on Questionnaires for Students

Questions	Variables	Percentage
1. Are you computer literate?	Yes	95%
	No	5%
2. Have you ever used any media /computer application in your learning of English as a second language?	Yes	94%
	No	6%
3. If yes, which ones?	Computer	95%
	Radio	80%
	Cd-roms/ Recorders	50%
	Blog	70%
	Wikis	80%
	Video conference	90%
	Televisions	60%
4. Do you think that these media aids are indispensable and relevant in your learning and understanding of the language skills in English language?	Yes	93%
	No	7%
5. Compare the viability and your acceptance of the media aids in your language performance to the traditional method used by your teacher?	High	95%
	Low	3%
	Same	2%
6. Rate the usefulness of the language skills you have learnt using media aids?	Speaking	30%
	Listening	10%
	Reading	10%
	Writing	20%
	Vocabulary	30%
7. What teaching method do you prefer for language teaching?	Media-support	98%
	Traditional method	2%
8. And Why?	Improves understanding and performance	97%
	Not sure	3%

An analysis of the data on the student's questionnaire revealed a high acceptance for media -support teaching methods than the traditional teaching, which is largely teacher-centered. Media aids facilitate learner's ingenuity and resourcefulness, reducing stereotypes in the learning process. A high percentage of 95 students out of one hundred students administered, confirmed the validity and importance of media aids in the learning of English language as a second language. The use of computer-assisted instructions exposes students to the standard of English language of the native speakers of the language which positively enhances their pronunciation, vocabulary development, listening skills and writing abilities.

7. Discussion of findings

Data collected from these findings highlighted the attitude, perception and validity of using computer technology (media) in the teaching and learning of English language. The quantitative survey amongst teachers and students on the role of media aids in language teaching and learning revealed a strong interest and willingness of the respondents in using media aids in language learning. The study revealed an enthusiastic acceptance of new technologies for language acquisition since learners are eager to learn new experiences different from the traditional 'chalking and telling'. Teachers who form part of the respondents confirmed that the use of computer-driven instructions enhance their opportunity for self-development and innovativeness in their teaching delivery and strongly advocated the use of this new technology in teaching. However, a negligible 5% percentage of the respondents were indifferent on the subject. This results from their lack of exposure to the new teaching method. Ultimately, the consensus upholds the use of media aids which is in tandem with technological advancements in our changing world.

8. Conclusion

In view of global advancement in science and technology, there comes the compelling need to apply technology in improving all aspects of human development of which education plays a dominant role. Using technology in learning a second language has become a necessity in the contemporary times. A review of the use of media aids which are technologically driven, in the teaching and learning of English especially in a second language situation, shows that media aids are hugely beneficial in the learning process, making the learning process a learner-centered one which takes cognizance of the individual needs of the students compared to the traditionally- oriented instructional methods, which revolves around the teacher as the sole arbiter of knowledge.

8.1 Limitation to the Study

Some limitations were discovered in the use of media aids with respect to teaching and learning English as a second language in Nigeria. These include: poor abilities in the use of media aids such as computer applications and other technological-support teaching aids amongst teachers and students; inadequate provision of some media aids in schools – such as recorders, computers, radios etc- especially in the ratio of at least 1:2 students in an ESL classroom environment and finally, the problem of adapting to change in technology and new knowledge and overcoming the stereotype of traditional teaching of 'chalking and telling', amongst teachers.

8.2 Future Research

In relation to this study, the following areas were identified for future research:

- i. Training teachers in the use of Media aids in the teaching of English as a second language. It is hoped that when teachers gain mastery of the application of these aids in teaching, the students will be better informed in that regard.
- ii. Adequate provision of instructional technological aids as viable strategies for effective teaching in ESL context.
- iii. Sensitization of teachers towards overcoming stereotypical teaching methods and the adaptability of new trends in English language teaching.

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