

THE IMPORTANCE OF MASS MEDIA IN DEVELOPING AND PROMOTING NIGERIAN LANGUAGES

By

Owuamanam Catherine Nkechinyere PhD
School of Education and Ancillary Studies
National Institute for Nigerian Languages

Abstract

The language of any group of people is the major carrier of the group's tradition and beliefs, customs and history. It is the medium through which the customs and traditions of society are transmitted to the future generation. Mass media are the various media through which individuals are enlightened, educated, entertained, mobilized and persuaded. There are an estimated 521 languages that have been spoken in Nigeria and some of these are now extinct, while others may be on their way to extinction without some drastic intervention. The policy emphasized that every child shall learn the language of immediate environment. This paper reviewed the importance of mass media in developing and improving Nigerian Languages. It deals with the challenges in using mass media in developing and improving Nigerian Languages and possible ways of overcoming them.

Keywords: Mass Media, Development; National Policy and Language

Introduction

The importance of language in any society is inexhaustible. Language stands at the center of human affairs, from the ordinary to the most profound. The language of any group of people is the major carrier of the group's tradition and beliefs, customs and history. It is the medium through which the customs and traditions of society are transmitted to the future generation. This is essentially aimed at achieving a social situation.

Nigeria has two broad groups of languages indigenous and exogenous languages. Exogenous languages are those that are foreign such as English, French and Arabic while indigenous languages are Igbo, Hausa and Yoruba. These are considered Nigeria's major languages because they are spoken by over ten million people each (Crosier & Blench, 1992). It finds that although the country at the moment has a policy that appears to take cognizance of the development of Nigerian languages, the facts on ground actually negate efforts to develop these languages.

At present there is no language policy in Nigeria; rather what we have is a policy statement on the use of the child's native language and English language in education. It states that a child should be taught in his native language of immediate environment in his first three years in the primary school; thereafter English language will be introduced as the medium of instruction (N.P.E, 2004). The problem with above statement is that not every child in Nigeria primary school is learning in his/her native place. This means that if a child attends a non-native school, he will automatically be taught in (a non- native) language of immediate environment. It is imperative to move the importance giving to the use of English as a medium of instruction from primary four which poses a big challenge to the use of indigenous language at higher levels of education in Nigeria. This is as a result of lack of properly articulated language policy.

There is the problem as to how to develop, preserve and promote these indigenous languages in Nigeria so that the people will be capable of using them effectively in oral and written communication and also to make Nigerian children inheritors and not survivors of social and cultural heritage. Every language spoken in the world represents a special culture, melody, colour and asset and to everyone indigenous language is certainly one of the most precious treasures in their lives. It is a duty and responsibility to preserve it and pass it down from one generation to another. The mass media with their powerful functions of information and value dissemination can impact meaningfully on the population and accelerate the development, preservation and promotion of Nigerian indigenous languages. In other words, mass media has the capabilities to help the Nigerians to become literate and fluent in their indigenous languages.

Mass media are resources that can appeal or reach unlimited number of people in their interactions and dealings with other people (Onyejemezi, 1990). The media as a rule connotes newsgathering and dissemination, from the people back to the people, through both the print and broadcast media (Uyo, 1997). The Onus of this paper thus, lies on how mass media could be used strategically to develop, preserve and promote Nigerian indigenous languages.

Mass media

There is hardly any home or industry around the world that does not employ the media as a means for receiving or putting a story across. Media has so occupied a part of our daily lives that without it, effective communication becomes impossible (Dopemu, 1988. p. 108). Media is a significant force in modern culture particularly, in language use. It refers to the ways people receive information and entertainment. According to Ademoyin (1991, p. 70) media are channels through which message, information, ideas and knowledge are conveyed and are disseminated. They are the instruments through which stimuli can be passed and or obtained. Media are materials that can be used to record, store, preserve and transmit or retrieve information. Teachers and learners can refer to and use them as sources to obtain knowledge, new ideas and to acquire new skills and competencies. Teachers can also use them to present learning tasks. When properly used, they can help to make the message of the teachers more vivid, interesting and intelligible. They make the participation of the learners in teaching and learning activities more fully involved, meaningful and useful (Agun, 1988 .p. 134).

Mass media mean the various media through which individuals are enlightened, educated, entertained, mobilized and persuaded. According to Barbara (2007) mass media could be written, broadcast or spoken and it is aimed at reaching a large audience. Mass media accommodates a multitude of sources such as television, radio, newspapers, cinema/films, movies, magazines, books and the Internet. The media however manipulates the time axis (Kramer, 2006) and more generally notions of place and time. Media as technologies open the way for aspects of the world which cannot be seen or heard by natural perception (Barbara, 2007). The advent of mass media which were not based on print culture opened up new worlds to even more people. Mass media operating with pictures and sound, most typically film and television, gave really large parts of the population access to media culture.

Today, electronic media provide access to information and entertainment to all parts of the population (Njemanze and Ononiwu, 2015). Media has also portrayed a “mediated culture” which

reflects and recreates people's culture. This has enhanced the rate of media saturation and in turn with strategic programming will enhance the development of Nigerian languages.

Nigerian Languages

Nigerian has two broad groups of languages – indigenous and exogenous languages. Exogenous languages are those that are foreign such as English, French and Arabic. Wikipedia (2016) reports that of the 521 languages that have been spoken in Nigeria, 510 are living languages, 2 are second languages without mother-tongue speakers and 9 are extinct.

Hausa, Igbo and Yoruba are considered the Nigeria's major languages due to their having speakers in excess of 13 million each, while the rest are referred to as minority languages. Again, these languages have been grouped into their main language families thus Nilo Saharan family, Asiatic family and Niger Congo family e.g. Igbo, Fulani, Yoruba, Edo etc (Greenberg, 1996). However, most of the three major Nigerian languages belong to Niger Congo family – Igbo, Yoruba and Hausa and were chosen to be the three major Nigerian languages because they are spoken by over ten million people each (Crozier & Blench, 1992).

Among the exogenous languages – English, French and Arabic – English is the official language. It has been in Nigeria since 1842 that is before the coming of the British missionaries to Nigeria. It has been discovered that English has increasingly displaced Nigerian languages and is widely used in business, academics and everyday life activities especially in the cities. English language also became institutionalized because it is the language of Nigeria's colonial masters and was imposed on the people. It is also the dominant language of science and international relations.

This is really a serious challenge and the situation is actually making Nigerian children to no longer be inheritors but survivors of social and cultural heritage. This portends a cultural catastrophe for the country which demands serious concern by all Nigerians (Ohiri – Aniche, 2000, Obe, 1980). This situation also created discomfort in the nation mainly to policy makers largely because the goals of the Nigerian language policies are not being attained as proposed. For instance, at primary school level, the mother tongue policy has been abandoned and there is very little in the school curriculum to teach the children their languages, cultures and mores to make self-assured, knowledgeable and proud Nigerians.

Development

This is a concept that has varied definitions and interpretations. It is a multi-dimensional phenomenon which encompasses the improvement of all aspects of human life. Development denotes advancement, change and improvement in all aspects of human living standards. Development in this paper is examined in relation to the language situation in Nigeria. Thus, Njemanze and Ononiwu, (2015) describe it as “inter-human environments, transforming them to their own betterment by humans in order to improve and transform their environment”. Development therefore, is a system-wide manifestation of the way that people, firms, technologies and institutions interact with each other within the economic, social and political system. Specifically, development is the capacity of these systems to provide self-organizing complexity (Barder, 2012).

Development in Nigerian languages according to Njemanze (2012) refers to the advancement, improvement and transformations of the various indigenous languages in Nigeria by the policy makers because language is basically used by humans. Development indices such as internal cohesion, integration, unity, economic wellbeing and citizens' participation in governance are promoted through indigenous language. Based on these assertions, Olaoye (2016) found that native languages in Nigeria play fundamental role on issues like democracy, technology, meta language and linguistic globalization. There are however some challenges in the optimum utilization of these mother tongues. The major problems being orthographic inadequacies, the multiplicity of minority languages, linguistic desertification, and language endangerment.

The term language development can be used in both individual and societal senses. It is commonly used among psychologists and educators with reference to individuals to refer to the phenomenon of child language acquisition (that is, how infants acquire language). Ethnologue (2016) states that language development is the result of the series of on-going planned actions that language communities take to ensure that they can effectively use their languages to achieve their social, cultural, political, economic, and spiritual goals.

Language development is generally referred to as human communication process which enhances learning, political and economic development of an individual (Njemanze, 2007). Language development embodies applied and practiced skills which generally improve education in a nation. It enhances the educational needs and status of a country and above all, it is central to the development of a functionally literate nation (Njemanze, 2007).

The educational needs and status of any nation are unique to that society, while the level of a nation's mastery of a language is dependent upon the contexts of usage. A good language development plan aims at ensuring mastery and proficiency attainments by users. Therein lies the importance of the mass media. As Njemanze and Ononiwu (2015) maintain "Communication therefore is basic to any language process".

Language development and policies in Nigeria

In addition to appreciating the importance of language in the educational process and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba (NPE, 2004, P.5).

Developing a policy and language that will accommodate the needs of all ethnic groups in Nigeria is a task that confronts policy makers and language planners. Nigeria since independence has continued to battle with its ethno-linguistic challenges which have been detrimental to its language development plan. Nigeria has large, medium and small languages littered all over the country which creates an upsurge in inter-ethnic, economic, education, political and religious competition. This ethnic rivalry has enhanced the maintenance of English as single official language. There has been reduced attention given to the development of a national language in Nigeria. As long as English has continued to occupy its esteemed positions in the nation, achieving a well developed language plan for other languages would continue to pose a challenge. Various attempts to establish a composite national language (WAZOBIA) has not produced an encouraging result because of

ethnic competition. No ethnic group wants to lose her language even if the users are very few. The major and minor ethnic languages are supposed to be projected in a way that their mastery will facilitate learning and as well foster national development. They should be projected to be used alongside the English Language as official languages and not having English Language stand alone in that regard. Although the practice in Nigeria is often that of visible disparity between policy and practice, language planners should be recruited to help in drawing-up an all embracing language plan. This is because the acquisition of language is a complex process.

Importance of mass media in developing and promoting Nigerian indigenous languages

Right from the dawn of human existence mankind has organized itself in groups, members of which communicate with and understand one another through shared audio-visual expressions (Ukwu, 2009). In recent times, communication media has added new dimensions to the learning of languages in Nigeria. Media roles in language development are enormous especially in the communication process, a process which requires proper understanding, encoding and decoding of the message from its sources. Since the media is a tool for written, spoken and visual communication which helps in the cultivation of proper language skills and proficiency needed for effective functioning in the society, it can enhance the development of indigenous languages in Nigeria through the following processes.

- Correspondence
- Integration
- Flexibility and
- Competition

The impact of correspondence in language learning has aided learning through email and other digital medium. Such medium as e-mail, blogs, net-speaking etc will help learners to actualize their goals of indigenous language learning in Nigeria. Thus, it is possible to combine phones with video or interactive sound with pictures (multimedia) in teaching and learning. Also data stored in digital formula remains intact and can be copied severally irrespective of the number of years it has stayed. Flexibility and competition help the learners to communicate with a wider audience. People were able to combine the transactional capability of computers and computer networks to carryout online learning. Mass media tools have therefore been designed to edit and produce cumbersome works in a short time.

Since mass media are tools for written, spoken and visual communication which help in cultivation of proper language skills and proficiency needed for effective functioning in the society, they have the capabilities to develop, preserve and promote Nigerian indigenous languages. In this paper we focus on the following media:

- ❖ Print media
- ❖ Television
- ❖ Radio broadcasting
- ❖ Internet

(a) Print media

The print media include books, newspapers, magazines and letters. Books are seen as useful learning devices because of their compactness, portability, low cost and reusability. Books are summaries (sometimes elaborations) of knowledge developed through research. Schramm (as cited

in Anyanwu, 1988) notes that the textbook has been so fully accepted as part of education that it is neither questioned nor even made the subject of research aimed at improving its quality. A book does not require equipment to use, does not disturb non-users and provides opportunities for individualized learning as the student sets his own rate of learning and can re-read necessary portions. Books are effective in propagating the language and culture of a people. For example, in Igbo language, writers of Igbo origin have done us and the nation proud by the volume of their output. Such iconic writers like Chinua Achebe, Olaudah, Equiano, Elechi Amadi, Cyprian Ekwensi, Flora Nwapa, Onuora Nzekwu, Anezi Okoro, Adiele Afigbo and many others have brought Igbo life and culture to the notice of the world and stimulated our awareness and interest (Ugwu, 2009). In the domain of Igbo language proper, the following have made notable impact: Pita Nwana, Tony Ubesie, Chinadum Ofomata, Inno Uzoma Nwadike, Ogbalu, F. C., Onwuchekwa, J. , Chimamanda Ngozi, Buchi Emecheta and so on.

The newspaper as another medium can be used at the individual's own pace and the individual could go back and read a story again and again to understand it better. Furthermore, newspaper reading is an activity that does not intrude on people around the reader. It may be done in a social environment, but full attention is usually given to the printed account. It is a very convenient medium because it can be carried around and read in almost any context. There are different ways of using the newspaper in the language classroom. The student may read the articles therein written on Igbo, Hausa or Yoruba and this could transmit some form of culture into the student or reader. For an example, a story with the headline "Emume iri ji ndi Owerri, (a town that serves as the capital of Imo State in Nigeria) Oru Owerri" will expose the younger generation who do not know much about new yam festival in Nigeria in Igbo-land or in Owerri, to vital information about the culture.

Newspapers and magazines also help in reflecting changes in a giving language, including morphological, semantic and even stylistic changes and as well could assist teachers, readers and students where necessary to keep themselves abreast with these changes. It will suffice to say that most newspapers are linguistically up to date and provide valuable linguistic data for the student, teacher and ordinary learner of the language.

(b) **Television**

The television may be the most powerful communication medium for many purposes: The television can convey a great number of stimuli or ideas simultaneously; it can make great impact from mutually reinforcing gestures, words, postures and sounds and a background of symbolically significant issue (Onyejemezi, 1990). With the spread of Nigerian language movies in Igbo, Hausa, Yoruba and other indigenous languages, viewers are exposed to Nigerian language reinforcement. The visual and critical aural awareness of the viewers are increased and thus enhances language learning and development. The viewer or the learner listens to the authentic language as it is spoken by the native speaker in the movies aired by the television stations, and sees the actions of the characters, as well as how they say them and thus matches action with words in order to get a better grasp of the language. Any learner or teacher of Igbo, Hausa, Yoruba or any other Nigerian language who engages himself in watching the relevant language movies for the purpose of language learning would grasp the accent, voice, body language, correct and appropriate lexical items, correct phrases and syntactic structures of the language. Computers and smart phones

enhance language learning and development. Again photographs and illustrations presented on a television programmes could help the learner to describe situations.

(c) **Radio broadcasting**

Radio is the technology of using radio waves to carry information, such as sound, by systematically modulating some property of electromagnetic energy waves transmitted through space, such as their amplitude, frequency, phase, or pulse width (Wikipedia,2016).

Broadcasting is the act of spreading information widely through sound to a group or groups of people either in their homes, at listening and through electronic devices of several kinds (Ogunmilade, 1988. p. 158). Radio broadcasting is a popular medium all over the world. Radio broadcasting enhances speech production and other mechanics of pronunciation.

In language teaching program, it makes use of the four language skills of listening, reading, writing and speaking. Students pay attention to accent, choice of word, listening, sound patterns, favorite demonstrations and more. By using different voices, dialogue, natural sounds, strong and vivid descriptions and background information learners have the opportunity to construct mental pictures of events (Onyejemezi, 1990. P. 149). The production of radio programmes in Nigeria involves well qualified and experienced teachers, subject specialist, experts and resource people from State Ministries of Education, Polytechnics, Colleges of Education, Media representatives and experts from the National Educational Technology Centre, Kaduna (Onyejemezi,1990. P. 159). The human voice and other techniques used in presenting radio lessons account for their emotional impact on the learners. It is obvious that a lot of radio programmes in Nigerian languages contribute to language learning particularly the phonological aspect of the language which deals with pronunciation, stress and intonation. When language learners listen to their local Radio news and other programs, they learn among other things pronunciation of new words and develop greater confidence in their ability to speak their local languages.

(d) **The internet**

The Internet, sometimes called simply "the Net," is a worldwide system of computer networks - a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers) Today, the Internet is a public, cooperative and self-sustaining facility accessible to hundreds of millions of people worldwide. Physically, the Internet uses a portion of the total resources of the currently existing public telecommunication networks. Technically, what distinguishes the Internet is its use of a set of protocols called TCP/IP (for Transmission Control Protocol/Internet Protocol). Two recent adaptations of Internet technology, the intranet and the extranet, also make use of the TCP/IP protocol (Rouse, 2016).

It offers a collection of information with topic ranging from business to science and technology. It also possesses material on the arts and research materials for students entertainment, sports, shopping dictionaries encyclopedias and maps (Owolabi, 2001.p. 60). The “net work of networks”, are linked by fast – speed telephone cables, fiber optic cables, laser link and even satellites links (David, 1997, p.38). The publicly accessible internet contains literally thousands of terabytes of digital materials that can be reused to support learning without reformatting by models such as 02. The structure of this material varies greatly-some are video, some are audio, some are PDF

(Portable Document Format), some are HTML (Hypertext Markup Language) and so on but, because humans carry out the aggregation of these resources, the heterogeneous nature of the resources is not problematic (Willey, 2010).

The internet has affected people across the world. Its penetration in schools, homes and offices has been spectacular in rich countries, but some developing countries like Nigeria have also sized on it. In these countries, the subscribers are increasingly dependent on basic browsing, E-mails, e-learning, messaging for job hunting, trading, and many of other practical applications.

E-learning according to Koper (2010) can be defined as the use of Information and Communication Technologies (ICIS) to facilitate and enhance learning and teaching. E-learning specialist specializes in development of multimedia and electronic learning products, particularly Web-based learning. E-learning authoring tools are software or online services that enable users to create courses, simulations or other educational experiences. These tools typically support conventional, presentation-like courses and may enable screen recording, multimedia, interactivity, quizzes and non-linear or adaptive approaches (Wikipedia, 2016). E-learning as posits by (Owolabi, 2013, p. 11) means "learning by using electronic technologies such as computers and internet in conjunction with other information related media".

Teaching through the use of the digital media or the Internet in particular helps the teacher to attend to a wider range of audience at a given time and engaging learners in the learning process. Internet can provide lessons which will help students to learn grammar and vocabulary at their own pace. It can also improve teaching and learning of language through the provision of access to resource persons such as mentors, experts, researchers, professionals, business leaders and peers all over the world (Tinio, 2011). Teleconferencing technologies enable instruction to be received simultaneously by multiple geographically dispersed learners; that is, synchronous learning (Tinio, 2011). Teleconferencing means meeting through a telecommunications medium. It is a generic term for linking people between two or more locations by electronics (Lane, 2013).

Based on the nature, interactive and sophistication of technology, teleconferencings are grouped into four types namely:

- (a) Audio conferencing
- (b) Audio graphic conferencing
- (c) Web-based conferencing

Audio conferencing involves the real-time (live) exchange of voice message over a telephone network. Video conferencing does not just allow voice and graphics but also allows exchanges of moving images. This does not use telephone line but either a satellite link or television network. Web-based conferencing involves the transmission of text and graphics, audio and visual media through the internet. It requires the use of computers and browsers. Teleconferencing can be used on formal and informal learning context.

Challenges in using mass media in developing and improving Nigerian languages and ways of overcoming them

Even though there are numerous benefits of mass media in developing and improving Nigerian languages, it has inherent challenges. These challenges include:

- a. Inadequate books for learning Nigerian languages;
- b. The hardware and software for electronic media (Radio and Television) are not produced locally and cost of establishing them is quite high.
- c. The educational policy and planning, language and content, infrastructure, capacity building and financing have not been reviewed to suit the computerized world of the 21st century.

Inadequate books for learning Nigerian languages: In this country at present, books are no longer cheap mainly because they generally are scarce. To support this assertion, Ukwu (2009) states that, “*we have not succeeded in establishing and maintaining credible newspapers and magazines in Igbo. The list of books on local histories and tradition is growing but books in Igbo remain few and far between*”. To eradicate this, there should be massive production of Igbo, Hausa and Yoruba books. Massive production of books should not be interpreted to mean the proliferation of substandard publications. There ought to be some type of official monitoring of publications to control quality. Monitoring and control units should therefore be established both at governmental and school levels. The units should ensure that not only are contents of high quality but that they also reflect approved syllabuses. The private sector, especially corporate organizations can help by sponsoring research institutions and publishing houses.

The hardware and software for electronic media (Radio and television) are not produced locally and cost of establishing them is quite high. There is scarcity of qualified technical staff to maintain and service the equipment. Spare parts are not easy to acquire, consequently there is a lot of unserviceable equipment that could, otherwise, be repaired and put to use. In Nigeria, there has been no serious effort to apply the electronic mass media (Radio and television) to formal school programmes. Programmes such as Igbo, Hausa and Yoruba by radio or by television, though they cover formal education subjects, are not directed at the classroom. The target audience may be the students in formal school systems but the programmes are presented at the wrong time. For example the Star times has the following NTA cable TV networks which provide NTA knowledge, NTA entertainment, NTA Igbo, NTA Hausa, NTA Yoruba and so on.

To address this problem, the whole school levels (primary, secondary and tertiary) should establish at least a small radio transmitting unit in its institution for academic broadcasts. Though it is usually more cost effective (not only for initial cost, but also for maintenance and upkeep), it will also require few hands to manage it. The ministry of education in collaboration with teachers in the field should plan the programmes with financial support from government to compensate for lost commercial time. Also qualified technical staff should be employed to maintain and service the equipment.

The educational policy and planning, language and content, infrastructure, capacity building and financing have not been reviewed to suit the computerized world of the 21st century. Tinio (2011) posits that attempts to enhance and reform education through ICTs require clear and specific objectives, guidelines and time-bound targets, the mobilization of required resources and political commitment at all levels to see the initiative through. For Internet facilities to be used effectively there are factors that need to be put in place. These may include infrastructures. ICTs should be made available for teachers and learners. Virtual learning environment such as blogs, video conferencing and podcasts should be created by teachers and school administrators. Teleconferencing should be put in place for effective language teaching and learning. We are not

ignorant of the fact that most of our children are ICT compliant and therefore can manipulate its facilities whenever and however they deem fit. But educating the teachers will better equip them to harness the abilities of these children.

Conclusion

The importance of language in any society is inexhaustible. Nigeria has two broad groups of languages- indigenous and exogenous languages. Exogenous languages are those that are foreign such as English, French and Arabic while indigenous languages are Igbo, Hausa and Yoruba. Mass media with their powerful functions can impact, meaningfully on the population and accelerate the development, preservation and promotion of Nigerian indigenous languages. Development in Nigerian languages refers to the advancement, improvement and transformations of the various indigenous languages in Nigeria by the policy makers because language is basically used by humans. Language development is generally referred to as the advent of human communication process which enhances the development goals of language learning, political and economic development of an individual. A good language development plan aims at ensuring mastery and proficiency attainments by users. Therein lies the importance of the mass media.

In recent times, communication media has added new dimensions to the learning of languages in Nigeria. Since mass media are tools for written, spoken and visual communication which help in cultivation of proper language skills and proficiency needed for effective functioning in the society, they have the capabilities to develop, preserve and promote Nigerian indigenous languages through the following media:

Print media

Television

Radio broadcasting

Even though there are numerous benefits of mass media in developing and improving Nigerian languages, it has inherent challenges. These challenges include:

- a. Inadequate books for learning Nigerian languages.
- b. The hardware and software for electronic media (Radio and Television) are not produced locally and cost of establishing them is quite high.
- c. The educational policy and planning, language and content, infrastructure, capacity building and financing have not been reviewed to suit the computerized world of the 21st century.

These challenges can be overcome through the following ways:

- i. There should be massive production of books for learning of Nigerian languages.
- ii. The whole school levels should establish at least a small radio transmitting unit in its institution for academic broadcasts.
- iii. To enhance and reform education through ICTs require clear and specific objectives, guidelines and time-bound targets, the mobilization of required resources and political commitment at all levels to see the initiative through.

References

- Adewoyin, J.N (1991). *Introduction to Educational Technology*, Lagos: John lad-publishers Ltd.
- Agun, I. (1988). Education Media Management. In Agun, I and Imogie, I (eds) *fundamental of Educational Technology*, Ibadan: Y-Books.
- Anagbogu, P.N, Mbah B.M. and Ene, C.A. (2002) *Introduction to linguistic*, Auka: J.F.C.Limited.
- Anyanwu, A.C. (1988). Mass Media in the classroom: Assets and Limitations. In Onyejemezi, D.A. (eds) *Educational technology*, Onitsha: Summer Educational Publishers Limited.
- Barbara, G. (2007). *The role of media in developing literacies and cultural techniques*. Digital kompetanse, 2:78-76.
- Barder,O. (2012).*what is development*. Retrieved from www.cgdev.org/blog/what-development
- Crozier, D and Blench, R (1992). *An index of Nigerian languages* (eds). DallasTexas: Summer Institute of Linguistics.
- David, D.(1997). *The P.C. support handbook, the configuration, a system guide*, Prestivick: Dumbreak Publishing.
- Dopemu, Y. A. (1988). Production of instructional media. In Agun, I and Imogie, I (eds) *fundamental of Educational Technology*, Ibadan: Y-Books.
- Ethnologue, (2016). *Language development* .Retrieved from <https://www.ethnologue.com/nguages-development>.
- Federal Republic of Nigeria (2004). *National Policy on Education*, Lagos: NERDC Press.
- Greenberg J. (1963). *The language of Africa. The Hausa Motion City?* India: University Press.
- Ikegbunam, C.I. (2009). Closing the gaps in policy implementation. In Ivomi, U.M. O. (ed). *The case of Nigerian languages*, Journal of curriculum and instruction. Enugu; Donze Press.
- Kalu, O.G. (1980). *African cultural development* (ed) Nsukka: Fourth Dimension publishers
- Koper, R .(2010).Open source and Open standards. In Spector, David, Merrienboer and Driscoll (eds) *Handbook of research on Educational Communications and Technology* Retrieved from <http://www.act.org/edtech/edition3/default.asp>
- Kramer, S. (2006). The cultural techniques of time axis manipulation. *Theory, Culture and Society*. 28 (7-8): 93-109.
- Lane. C. (2013). *Teleconferencing*. Retrieved from www.tecweb.org/eddevel/edtech/edtech/Telecomf.html and literacy activities in the Nigeria
- Njemanze, Q.U. (2007).Language development environment. *Journal of Applies literacy and reading*, 3:181-190 (special Edition). Enugu: Pan – Afric publishers.

- Njemenze, N. Q. (2012). Integrating interactive strategies into English language teaching and learning. The 21st century perspective: paper presented at the sixth, African and world literature conference, University of Nigeria Nsukka.
- Njemanze, Q.U. and Ononiwu, M.C. (2015). The role of the media in the teaching and development of English language in Nigeria. Retrieved 2015 from Journal home page: <http://www.assweb.com/journals/5019>.
- Obe, E. O. (1980). *Educational testing in West Africa*, Lagos: Premiere Press and Publishers.
- Ohiri- Aniche, C. (2000). Nigerian language in 21st century. What vision. In Ogbulogo, C, Alaba, G and Ezikwe Ojiaku, P. (eds) *Advances in African languages and cultures*, Lagos: Orient Publishers.
- Owolabi, K. S. (2013). *Pragmatic approach to computer with computer dictionary*. Lagos: Pragmatic Educational Press.
- Owolobi, J.A. (2001). *A handbook on computer with computer dictionary*, Lagos: Divine Rain.
- Onyejemezi, D.A (1990) N.C.E. course book on Education cycle, module II, *methodology of teaching Educational Technology*, Kaduna: National Teachers' Institute.
- Rouse, M. (2016). *Internet definition*. Retrieved from searchwindevelopment. Techtarget.com/definition/internet
- Tinio, and Victoria, L. (2011). *ICT in education*. Retrieved, 2011. @<http://www.epri>.
- Uyo, A. (1997) "News Media Agenda and strategy for a Democratic society". State of the media Lagos: NIJ Lagos State council and Freidrich Ebert Foundation.
- Ukwu, I.U (2009). *language and National Development in Nigeria. The Igbo Dimension* Retrieved, 2015 @ [http:// ukwufoundation. org/language-and-national-development-in-niger](http://ukwufoundation.org/language-and-national-development-in-niger).
- Wikipedia, (2016). *Radio* Retrieved from <https://en.wikipedia.org/wiki/Radio> <http://ukwufoundation.org/language-and-national-development-in-Nigeria>
- Wiley, D.A. (2006). The learning object literature theory. In Micheal, J., Spector, M.J., Merrill, D., Merrienboer, J.V., & Driscoll, M.D (eds) (3rd ed) *Handbook of Research on Educational Communication and Technology*. <http://www.aect.org/>.